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ABSTRACT

This report contains substance abuse program guides for fourth, fifth, and sixth graders. Each program combines pharmacological facts with affective experiences. Included are descriptions of self-awareness experiences, activities which identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities in values clarification, and information regarding the use and abuse of substances. (LKP)

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D R U G S

DEVELOPING REAL UNDERSTANDING AND GROWTH IN STUDENTS

Affective Approaches

to

Intermediate Elementary

Substance Education

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A PROGRAM GUIDE

by

Michael Bookman
Mark Safferstone

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DEVELOPING REAL UNDERSTANDING FOR GROWTH IN STUDENTS

Affective Approaches for Intermediate Elementary Substance Education

Rationale:

In recent years, substance abuse has been presented from a strictly "pharmecological" perspective. It was thought that by providing only information--name, origin, effects, legal consequences--about substance use and abuse, students would be equipped with the knowledge "needed" to deal with the "drug problem". It has been found, however, that a strictly informational approach not only provides kids with the information they need, but in two recent cases, leads to increased experimentation as well. On the other hand, a strictly affectively oriented approach denies students the very basic knowledge about substances they need to deal with real-life situations. Therefore, this unit will combine both the pharmecological aspects with affective experiences, with the emphasis on the latter.

General Objectives:

1. To provide students with the opportunity to participate in experiences enhancing self-awareness.

2. To provide students with the activities identifying and improving communication skills.

3. To provide students with activities that will develop decision-making and problem-solving skills.

4. To provide students with activities in values clarification.

5. To provide students with information regarding use and abuse of substances. (Note: This objective will be fulfilled by providing experiences in conjunction with affective education.)

4th, 5th & 6th
GRADE PROGRAM GUIDES

Included in each of the intermediate grade program guides is both substance abuse information and affectively oriented experience. If you are doing

a. Magic Circle
b. DUSO
c. SRA--Social Science Laboratory Units
d. TABA: Feelings, Attitudes and Values
e. Any other regularly done guidance program

you need not include the affective activities contained herein. However, we suggest, that since the multi-facited affective activities are integrally related to the required substance abuse information, they also be done as indicated.

The following materials are presented for your reference and guidance:

a. Magic Circle--Program Summary
b. Magic Circle Principles
c. Questioning Skills Which Promote Effective Communication
d. Silence and Non-Verbal Cues
e. Illustration of Non-Verbal Cues
f. Reinforcement Skills Which Promote Effective Communication

If you desire assistance in implementing any of the programs previously cited, see your Elementary Counselor, Area Substance Specialist, or Area Guidance Coordinator.

MAGIC CIRCLE--PROGRAM SUMMARY

The developers of the Magic Circle base their theories on the concept of preventative guidance. They feel that most patients in psychotherapy are unable to benefit because it is often too late. The Magic Circle is designed to be an approach to the school child to assure normal, healthy emotional growth. All patients in therapy reveal their basic deficits are in three distinct areas: self awareness, self confidence, and social understanding. They tend to ask and answer for themselves three questions: Will I get hurt? (Yes) Will I fail? (Yes) Will I be accepted? (No).

The young child also asks himself these questions. The pessimistic answers, the author believe, are not natural--they are learned either from negative experiences or from a lack of sympathetic adult guidance.

A preventative guidance scheme, therefore, must be based on three themes:

AWARENESS (Knowing what your thoughts, feelings, and actions really are)
MASTERY (Knowing what your abilities are and how to use them)
SOCIAL INTERACTION (Knowing other people)

Regular participation in Magic Circle activities will help teachers (and students, ultimately) develop interactional skills in the areas of:

- Active listening
- Focusing on feelings
- Giving recognition
- Paraphrasing
- Reviewing
- Focusing on similarities and differences
- Involving everyone
- Transferring leadership

Since students ultimately are asked to take leadership of the Circle, they will likewise develop the skills outlined. Skills in the above mentioned areas are applicable in many areas for students and teachers alike.

It is best to begin the Magic Circle with a group of approximately ten children. In this way the teacher can gain skill and confidence in the methods used. Since the Magic Circle continuum is somewhat sequential, it is most desirable for children to enter the sequence at the beginning. However, worthwhile gains have been reported at all levels.

In deciding how to group the children, the following three criteria are helpful:

1. A relative balance of boys and girls
2. More highly or less highly developed children placed in the same group.
3. No more than two children with severe personal problems in the same group.

The possible duration of each meeting will vary from 15 to 25 minutes. Each session should be conducted at the same time each day, and, if possible, early in the day, when the children tend to be in the most attentive mood.

Four rules for the Magic Circle should be explained to the participants.

1. Everyone must sit quietly.
2. Only one person should talk at a time. That person should raise his hand and be recognized.
3. Members of the group must listen to each other. At any time they should be able to repeat what someone has just said.
4. NO PUT DOWNS

A sequential list of topics is provided in the lesson guides. The teacher's role is to introduce the topic, see that each child is heard from, require that each child be listened to patiently and well by the others, praise each child for his contribution and do his best to foster and preserve an atmosphere of warmth, tolerance, and honesty.

MAGIC CIRCLE PRINCIPLES

General Principles of Awareness

- Awareness means that the person has open channels for receiving information. His degree of awareness is his degree of openness or receptivity.
- The aware child is usually able to discriminate amongst classes of events and organize his experience. (Event is a feeling, thought, or behavior and whether it is negative or positive.)
- The aware child is an effective communicator. (Verbalize events of an internal or external nature.)
- The aware and effectively communicating child knows about and can verbally describe the similarities and differences among people. He is accepting and tolerant.

General Principles of Mastery (Self-confidence & responsible competence)

- The masterful child has acquired and continues to acquire knowledge and skills that are personally meaningful and satisfying to him in terms of his survival or enhancement.
- The masterful child has received sufficient recognition and approval for what he has accomplished so that he will inevitably have confidence in what he is capable of doing.
- The masterful child is tolerant, and has a positive attitude toward his mistakes, which he perceives as an integral part of the opportunity to learn and not as signs or proofs of inadequacy.
- The masterful child has a positive identification with the capabilities and accomplishments of others, whom he perceives as fellow members of the human race.

General Principles of Social Interaction

- The socially effective child understands that the behavior of one person can produce feelings in another person, and can predict on a discriminative basis whether a given action will produce a pleasant or unpleasant feeling in another.
- The socially effective child recognizes and believes in the importance of accepting responsibility for the effects that his behavior causes.
- The socially effective child realizes that everyone needs attention, acceptance, approval and affection and can detect these needs in others through their negative behavior.

- The socially effective child realizes that everyone has fears and angers.

- The socially effective child knows that inclusion, control, and affection are key elements in any relationship between two people.

- The socially effective child realizes that the negative is an inescapable part of all human relationships. (Disappointments, frustrations, and rejections.)

QUESTIONING SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION*

Practice in these skills is designed to help you promote effective communication by decreasing the amount of talk you do and increasing the amount of talk done by someone else. Communication is equated in many persons' minds with talking; in other words, unless you are talking, you are not communicating. This is not true. Effective communication is promoted in more ways than by just talking. Below is a guideline with examples to help you identify and practice the skills of questioning.

THERE ARE FOUR KINDS OF QUESTIONING SKILLS.

1. Fluency in asking questions is developed through practice in asking as many factual or descriptive questions as you can during a conversation.

   a. The words, who, what, when, and where are often used in asking factual questions. (What is your favorite course in school?)

   b. Descriptive questions require a person to organize facts into some logical relationship, and usually require longer answers than do the factual questions. (What are the differences between social clubs and civic clubs in high school?)

2. Probing questions keep discussions going because they require more than superficial answers. Probing skills include the practice of--

   a. seeking clarification (What exactly do you mean?);

   b. seeking to increase critical awareness (Is that all there is to it?);

   c. refocusing the response (If this is true, what are the implications for. . .?)

   d. prompting the speaker (Give the speaker a hint to help him answer the questions.); and

   e. redirecting the question (This helps to bring other people into the discussion quickly: Mary, what do you think about John's statement?).

3. Higher order questions are questions that cannot be answered merely from memory or by simple description. The key word related to higher order questions is why. A person needs to use questions which--

*Adapted from Dwight W. Allen et al., Questioning Skills, Teacher's Manual. (Morristown, N.J.: General Learning Corporation, 1969).

a. ask for evaluations (Which of the two cartoons drawn by class members do you believe illustrates the most understanding of events which affected the recent student council election?);

b. ask for inferences (Why do some people seem to make friends more easily with people younger than they are than with people their own age?);

c. ask for comparisons (What are the similarities and differences between students who secceed in school and those who don't?);

d. ask for application of principles (Can you think of another example which fits this definition of "popular"?);

e. ask the problem solving (Can you prove that these two people wanted the same thing to happen?); and

f. ask for cause and effect (If all the school rules were eliminated tomorrow, what do you think would happen?).

4. Divergent questions, or creative questions, are open-ended in that there is no right or wrong answer. They encourage a person to think creatively and to explore possibilities. The following are examples of divergent questions: What might happen to the family structure if the traditional roles of the mother and father were changed? If you were a new student in a school, and also of a minority race, what steps might you take to help others get to know you?

SILENCE AND NON-VERBAL CUES*

Most people tend to think that verbal communication is the best way to increase discussion. While this is important, the use of silence can also effect increased participation. By decreasing the amount of your own talk, you are taking action to stimulate the other person's participation.

Silence can be used effectively--

a. after an introductory statement (Your silence emphasizes what has just been said.);

b. after a question (Your silence indicates that you are considering the question and that the listener, too, should be considering the question.); and

c. after a response (Your silence will encourage the other person to continue talking, to extend and elaborate his point.).

The use of silence as a technique to promote communication is more effective when accompanied by a non-verbal cue indicating acceptance, rejection, questioning, or thoughful consideration. There are four main kinds of non-verbal cues, which include--

a. facial cues, such as smiling, frowning, or looking thoughtful, serious or quizzical;

b. head movement, such as nodding "yes," shaking "no," tilting your head and ear toward the speaker;

c. body movement, such as moving nearer the speaker, assuming a thoughtful pose (fist under chin, for example); and

d. gestures, such as--

(1) pointing to the speaker;
(2) making a "continue" cue (moving hands in a circular motion);
(3) making an "anything else?" cue (by holding the hands out with palms upward);
(4) making a "stop" cue (by holding the arm straight out with the hand up and the palm out);
(5) pointing from speaker to speaker (by pointing first to one speaker and then to the speaker who has just finished speaking, and then looking quizzically back and forth from one to the other).

See the attached illustrations for examples of non-verbal cues.

*Adapted from Dwight W. Allen et al. Increasing Student Participation. (Morristown, N.J.: General Learning Corporation, 1969)

ILLUSTRATIONS OF NONVERBAL CUES

1. Thoughtful look

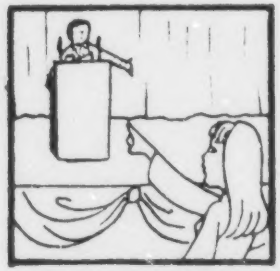
2. Thoughtful look

3. Frown

4. Quizzical look

5. Smile

6. Continue



7. Pointing to speaker

8. "Good point!"

9. "Anything else?"

10. Thinking

11. Thinking

12. Thinking

13. "Stop!"

14. Tilting head toward speaker

15. Anything else?"

REINFORCEMENT SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION

Positive reinforcement focuses on the use of incentives to reward desirable behavior--in this case, increasing participation in the communication process. If a person behaves in an appropriate way, immediate positive reinforcement increases the probability of his doing so again. Reinforcing techniques are used in the following situations:

1. Positive verbal reinforcement occurs when you immediately follow a desired response with such comments as, "Good," "Positive," "Okay," or other statements indicating acceptance.

2. Positive non-verbal reinforcement occurs when, in responding to a desired response, you nod your head in agreement, smile, move toward the speaker, or keep your eyes on the speaker while paying close attention to the speaker's words.

3. Positive qualified reinforcement occurs when you differentially reinforce, either verbally or non-verbally, certain parts of a response and not others.

4. Delayed reinforcement occurs when you emphasize positive aspects of a person's response by redirecting attention to something he did or said earlier.

Most of us use only a narrow range of reinforcers in our everyday conversation, consisting mostly of "Good," "Okay," "Yeah." By extending the range of both your verbal and non-verbal reinforcers you will be able to promote more effective communication. Below are some possible verbal reinforcers which will help you enlarge your repertoire.

"Delightful."

"Fine answer."

"Exciting!"

"Keep going."

"That's clever."

"I'm pleased."

"That shows thought."

"I like that."

"Thinking!"

"That's interesting."

"Good, I didn't know it could be done that way."

"I agree."

"That's a good point to bring up."

"Wow!"

Adapted from Dwight W. Allen et al. Increasing Student Participation. (Morristown, N.J.: General Learning Corporation, 1969).

4th GRADE PROGRAM GUIDE

For Your Information

This program guide is transitional, i.e., it bridges the gap between primary substance abuse education and intermediate substance abuse education. The substance abuse information is provided by "Kool Kat Talks about Drugs and Medicine" and related activities. Affective experiences are provided on a day-by-day basis.

It is to your advantage to read the entire program guide, including the appendix items, and decide which materials are to be duplicated and when.

4th GRADE

FOCUS	OBJECTIVES	ACTIVITIES
Day #1	1. To introduce students to materials. 2. To tell students what is expected of them. 3. To allow students time to begin assignment.	1. Hand out one copy of "Kool Kat. . ." to each student, that you have duplicated. (Appendix #1) 2. Explain that it is divided into three sections, and that students are to: a. Read and color each section. b. Do the activity questions and assessment at the end of each section. c. And that this can either be done in class or at home. 3. Allow students to familiarize themselves with "Kool Kat. . ." and, if time permits, begin working on it.
Day #2	1. Ice Breaker--to get to know each other.	<u>Ball Toss</u> (Approximately 15 minutes) A. Form a circle so that everyone's face can be seen. B. Participants take turns tossing a large ball from one person to another. C. Before throwing to a person, the 'thrower' calls the name of the 'catcher'. D. If the 'thrower' does not know the 'catcher's' name, he asks him to state it first. E. The exercise continues until everyone knows everyone else's name.

FOCUS	OBJECTIVES	ACTIVITIES
Day #2 (Cont.)	2. To learn more about each other	Name Card Activity (30-45 minutes) On a 5 x 7 index card have students: 1. Place first name in the center of the card. 2. Upper-left--write where you would like to spend the next year? 3. Upper right--in order of how you do things: thinking feeling acting 4. Lower left--place you would like to be if you were not here or job you want when you grow up. 5. Lower right--3 things you think about a lot. Break into groups of 2 and spend 3 minutes talking about something you are proud of that happened last week. Next have one student move to someone else and share a decision that you made recently. Finally, the person who stayed while the other moved, change to another partner and share one of the 3 things they think about a lot.

FOCUS	OBJECTIVES	ACTIVITIES
Day #3	1. To continue learning more about self.	Any of the following might be appropriate. 1. Values Clarification--Strategy #3 - Values Voting. 2. For Kids and Other People Who Care—"Pride" - Teacher's Guide, pages 43, 51, 57, 63, and 77.
Day #4	1. To continue learning more about self.	1. "Value Clarification"--Strategy 34, page 232 (Magic Box). NOTE: Try breaking the class into at least two groups to best facilitate discussion. In addition to talking and/or writing, you could have the students draw pictures to show what the required task is.
Day #5	1. To review substance use/abuse information assigned during first five days.	1. Review and discuss pages 1-6 in "Kool Kat. . ." 2. Check to see that students have: a. colored the required pages. b. answered the activity questions. c. answered the assessment questions.
	2. To provide students with activities and opportunities to identify communication skills.	1. Provide you students with a brief description of what communications is, types (e.g., written, oral, pictoral, non-verbal), uses, and its importance in relations between people. (See Appendix #2 and #3.

FOCUS	OBJECTIVES	ACTIVITIES
Day #5 (Cont.)		2. Duplicate Apendix #4 and provide each student with a copy. Spend sufficient time in discussing each of the communication models presented.
Day #6	1. To identify individual styles of communication.	1. Show Filmstrip--A "Guidance Oriented" filmstrip highlighting interpersonal relationships. A filmstrip of this nature should be available in your school library. The following are specified for your reference. a. Guidance Associates "What Do You Expect of Others" "What Happens Between People" "You Got Mad, Are You Glad" "Who Do You Think You Are" "Guess Who's in a Group" b. Q.E.D. "Getting to Know Me" (Primary) "Tails of the Wise Old Owl" (Series 1, 2, 3, Primary) c. Bowmar "About Myself" (Primary) "I Think - I Talk - I Reason" d. Eyegate "Majorities and Minorities" "Me, Myself, and I" e. Any filmstrip or movie you think is appropriate.

FOCUS	OBJECTIVES	ACTIVITIES
Day #6 (Cont.)		2. After showing filmstrip or film, discuss the way the characters in the film or filmstrip related to one another as identified by Appendix #4 ("The Way People Communicate"). 3. Lead discussion having students justify their points of view (examples: Why do you feel ____, is a "wise-cracker". What did he do to deserve the title?)
Day #7	1. To involve students in an activity highlighting the uses and misuses of communications.	1. Choose ten students (volunteers) to participate in an activity in front of the class. Instruct the remaining class members to carefully watch the ten volunteers. 2. Explain to the volunteers that you will tell the first student a story, then in turn, one at a time, each student will repeat the story to the next student. 3. Send all but student #1 out of the room. Read him the story that appears below. 4. Call in student #2. Have student #1 repeat the story to student #2. Call in student #3. Have student #2 repeat the story he heard to student #3. 5. Continue the procedure with students 4-10.

FOCUS	OBJECTIVES	ACTIVITIES
Day #7 (Cont.)		6. After the last student tells his version to the entire class. Read the original story to the entire class. 7. Lead a brief discussion of what happened, how it happened and why it might have happened. Be certain to discuss the implications of this type of miscommunication (rumor) occurring in interpersonal relations. Encourage examples from personal experiences. RUMOR CLINIC STORY "Accident Report" I cannot wait to tell the police what I saw. A truck was turning right at the corner and hit a Buick. The accident stopped traffic for more than 10 minutes. _____ This material adopted from Univeristy Associates Press. A Handbook of Structured Experiences for Human Relations Training, Volumn II.

FOCUS	OBJECTIVES	ACTIVITIES
Day #8	1. To coordinate affective experiences in communications. 2. To introduce objectives relating to problem-solving and decision-making.	1. Using: <u>For Kids and Other People Who Care</u> Teacher's Edition-- Afraid--pages 9, 11, 13, 35 & 37. Loneliness--pages 71 & 77. As topics for discussion, relate the questions posed to both the process of communication and problem-solving and decision-making. 2. Note: If the above materials are not available, repeat Day #6's activities using filmstrips and Appendix #4.
Day #9	1. To provide students with activities and exercises that identify and develop decision-making and problem-solving skills.	<u>For Your Information</u> People use a variety of ways to solve problems and reach decisions in their everyday lives. The following strategies and activities highlight several of those ways. Is it important for students to actively participate. It is even more important, however, for you to discuss with the class <u>how</u> their decisions were made or <u>how</u> their problems were solved (See Appendix #5--Problem Solving Process.) The suggestions provided are only a frame of reference. You are encouraged to develop your own variations. (See Appendix #6 for student hand-out regarding the "Problem Solving Process".) 1. Values Clarification-- Strategy #4--"Rank Order"--highlights the fact that people must, in making decisions, place priorities.

FOCUS	OBJECTIVES	ACTIVITIES
Day #9 (Cont.)		2. Values Clarification-- Strategy #37--"Unfinished Sentences"-- Highlights student's ability to deal with a minimally structured situation-- a problem solving indicator.
Day #10	1. To review substance use/abuse information assigned during days 6 to 10.	1. Review and discuss pages 7-12 in "Kool Kat. . ." 2. Check to see that students have. . . a. colored the required pages. b. answered the activity questions. c. answered the assessment questions.
	2. To provide students with activities and exercises that identify and develop decision-making and problem-solving skills.	1. Values Clarification-- Strategy #50--"Alligator River"-- ("G" version). Deals with the problem solving process in that students are forced to choose from a variety of specified alternatives.
Day #11	Problem-Solving/Decision-Making (Cont.)	1. Break class into groups (maximum of 15). Help each group deal with the following: If you could be anything other than what you are, what would you be? Why? 2. On slips of paper write: money, T.V., boy/girl friend, dictionary, bible, aspirin, Miami Dolphins, school, toy, gun. Break class into groups, making each group have all items. The group is to

FOCUS	OBJECTIVES	ACTIVITIES
Day #11 (Cont.)		decide what each means to them. Instruct them to arrange items in order of importance. Let each group share their list with the entire class. 3. Follow-up activities by stressing that problem-solving and decision-making is a process (Appendix #7 and #8).
Day #12	1. To provide students with activities and experiences in values clarification.	1. Hold a brief discussion with class about values and value clarification. For your reference, see "Values Clarification," pages 13 to 22 to assist in your class discussion, refer to Appendix #9 and #10 "Value Clarification Skills." 2. For purposes of introducing the concept, have students think back to last Saturday and Sunday, and list all the things they did. What activities did they enjoy? Which did they do alone? Which will they do again? Which ones cost money? etc.
Day #13	1. To provide students with experiences and activities in values clarification.	1. <u>For Kids and Other People Who Care</u> (Teacher's Edition) Afraid--pages 3, 5, 17, 31. Lonliness--pages 45, 47, 49. Disappointed--pages 3, 5, 13.
Day # 14	1. To provide students with activities and experiences in values clarification.	1. Values Clarification-- Strategy #11--"Proud Whips", page 138. For additional examples, see Appendix #11.

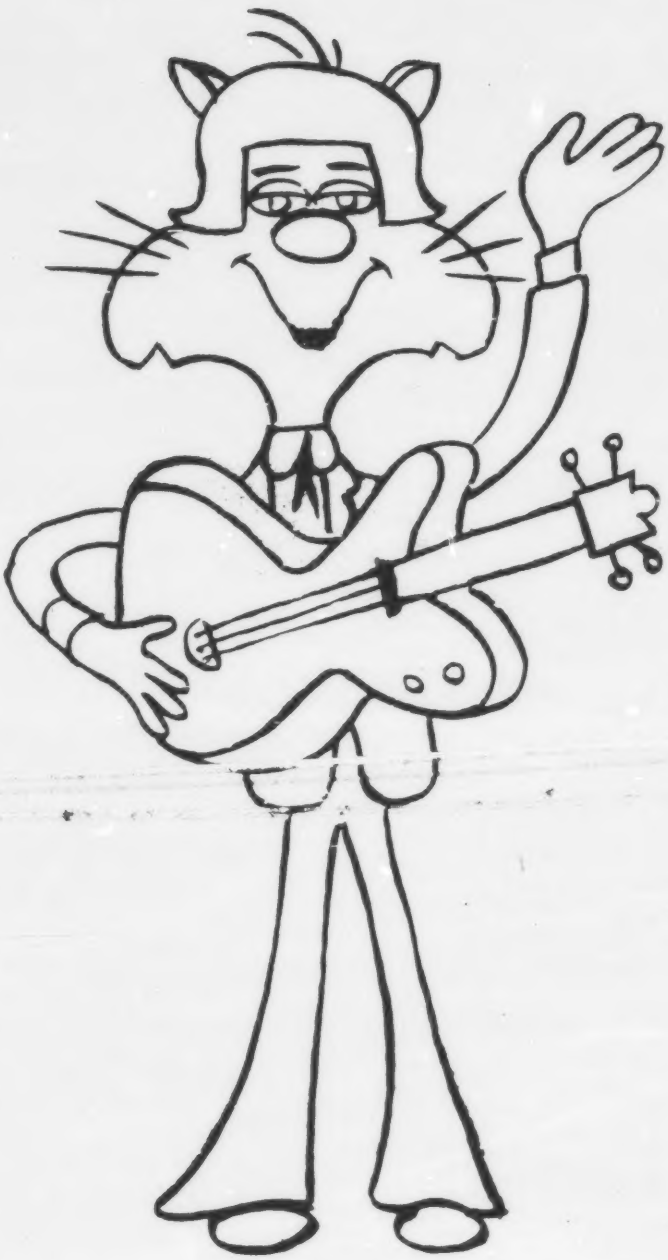
FOCUS	OBJECTIVES	ACTIVITIES
Day #15	1. To provide final assessment regarding substance use/abuse information.	1. Review and discuss "Kool Kat. . .", pages 13-16. 2. Check to see that students have a. colored the required pages. b. answered the activity questions. c. answered the assessment questions. 3. Collect "Kool Kat. . ." and file in student folder. 4. Provide a final assessment of your own, testing students on substance use/abuse information. 5. If time permits, do additional activities students enjoyed participating in.

4th GRADE

PROGRAM GUIDE

APPENDIX

KOOL KAT TALKS ABOUT DRUGS AND MEDICINE



Hi

My name is Kool Kat and I want to talk to you about drugs. Drugs are medicine and are very special. Doctors use them to kill germs, stop pain and help sick people get well. Drugs can help people when they are used the right way.

When they are used the wrong way, they might even make a person feel worse. Using pictures you can color, I'm going to tell you how you should use drugs or medicine so that they will help you.

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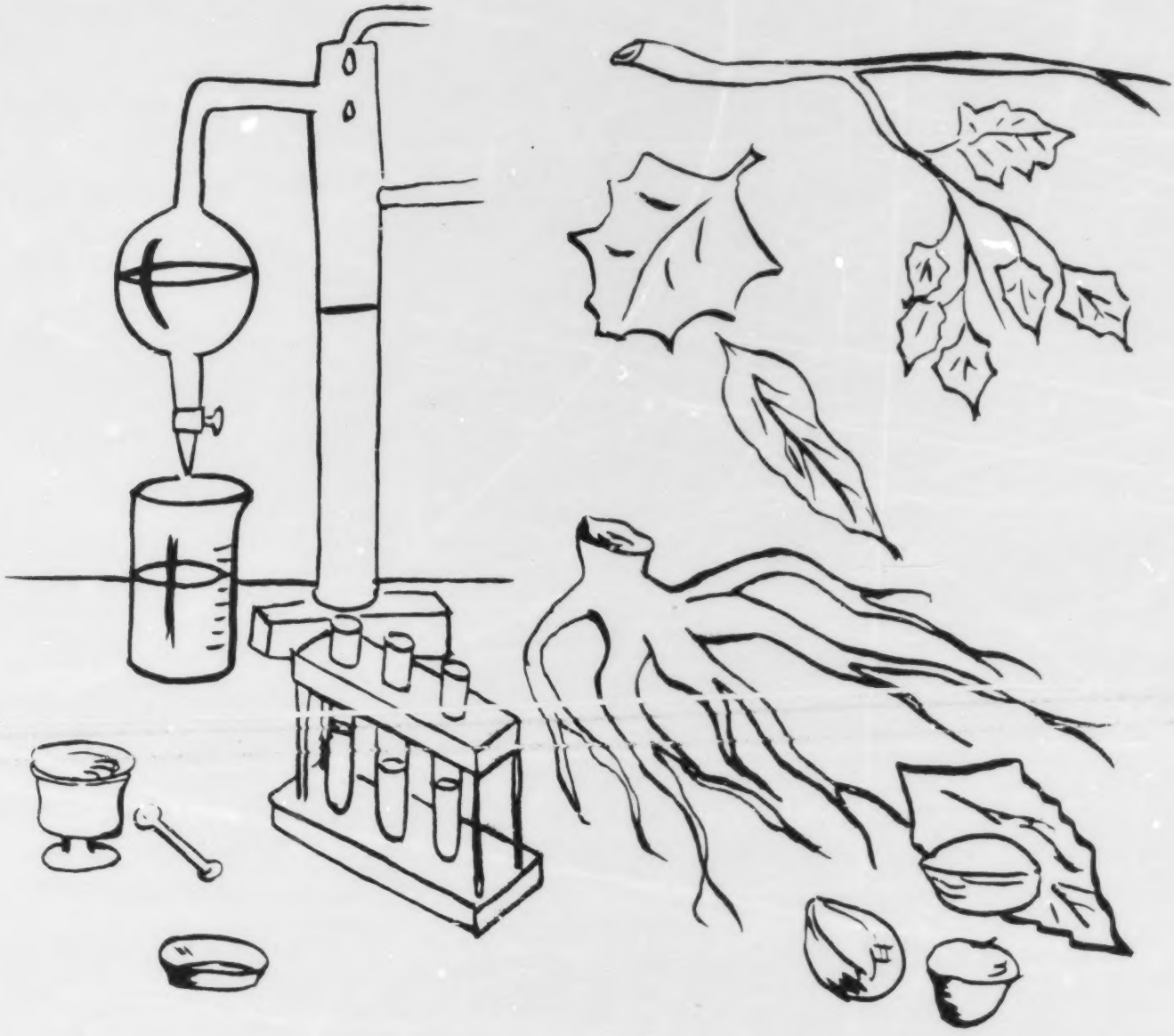
Drugs are used to kill germs, stop pain and help sick people get well.



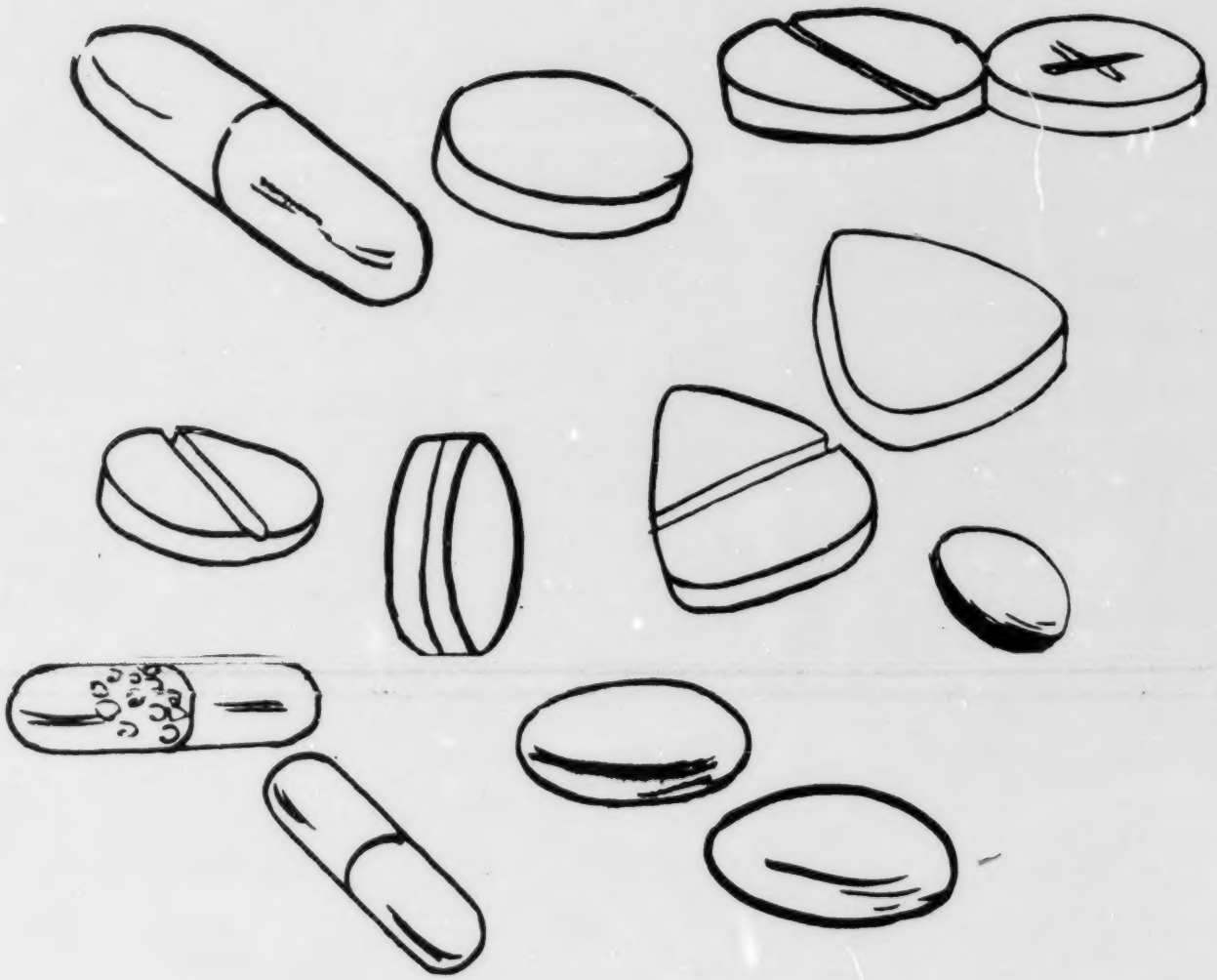
Drugs are medicine and are made from chemicals.

Some chemicals come from the roots and leaves of plants - others are man-made.

People have been using drugs for many, many years. The ancient Chinese were the first people to write about the use of drugs as medicine.

Many of the drugs used long ago are still used today.

Others, like rubella vaccine, are new.



Some drugs are pills, tablets or capsules. These are different colors and shapes.

Other drugs are powders, liquids and syrups.

ACTIVITY QUESTIONS
(Pages 1-6)

Before you answer any questions below, be sure you have colored and read pages 1-6.

Page 1

1. List two uses of drugs.

   A. _____

   B. _____

2. The picture shows a doctor taking care of a sick little boy.

   A. Draw a picture of the boy's face before the doctor came.

   B. Draw a picture of the boy's face after the doctor gave the boy medicine to make him well.

Page 2

1. Name the two places where drugs come from.

   A. _____

   B. _____

2. Place a "P" if the things below come from plants, and an "M" if they are made by man.

   ____ A. car

   ____ B. apple

   ____ C. ice cream

   ____ D. light bulb

   ____ E. tobacco

Page 3

Circle "T" if the answer is true, and "F" if it is false.

T F 1. Drugs are very new.

T F 2. The Chinese were the first people to write about drugs.

Page 4

Name a new drug.

_____

Pages 5 and 6

List 4 of the ways drugs come.

A. _____

B. _____

C. _____

D. _____

ASSESSMENT
(Pages 1-6)

Circle "T" if the answers are true and "F" if the answers are false.

T F 1. Drugs are used to help sick people get well.

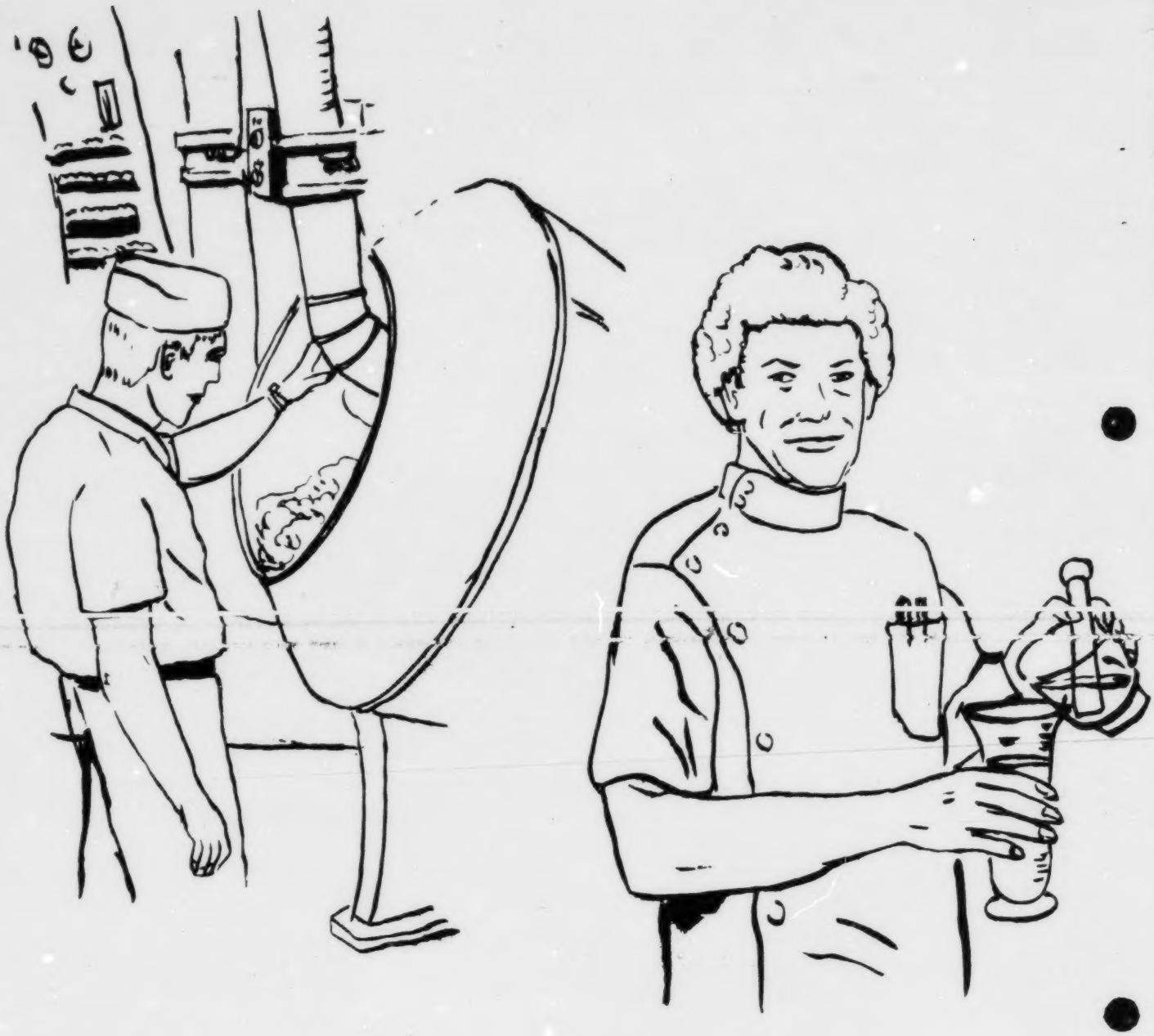
T F 2. Drugs are only man-made.

T F 3. The Americans were the first to write about drugs.

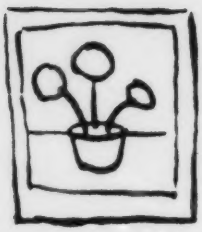
T F 4. Many drugs of long ago are still used today.

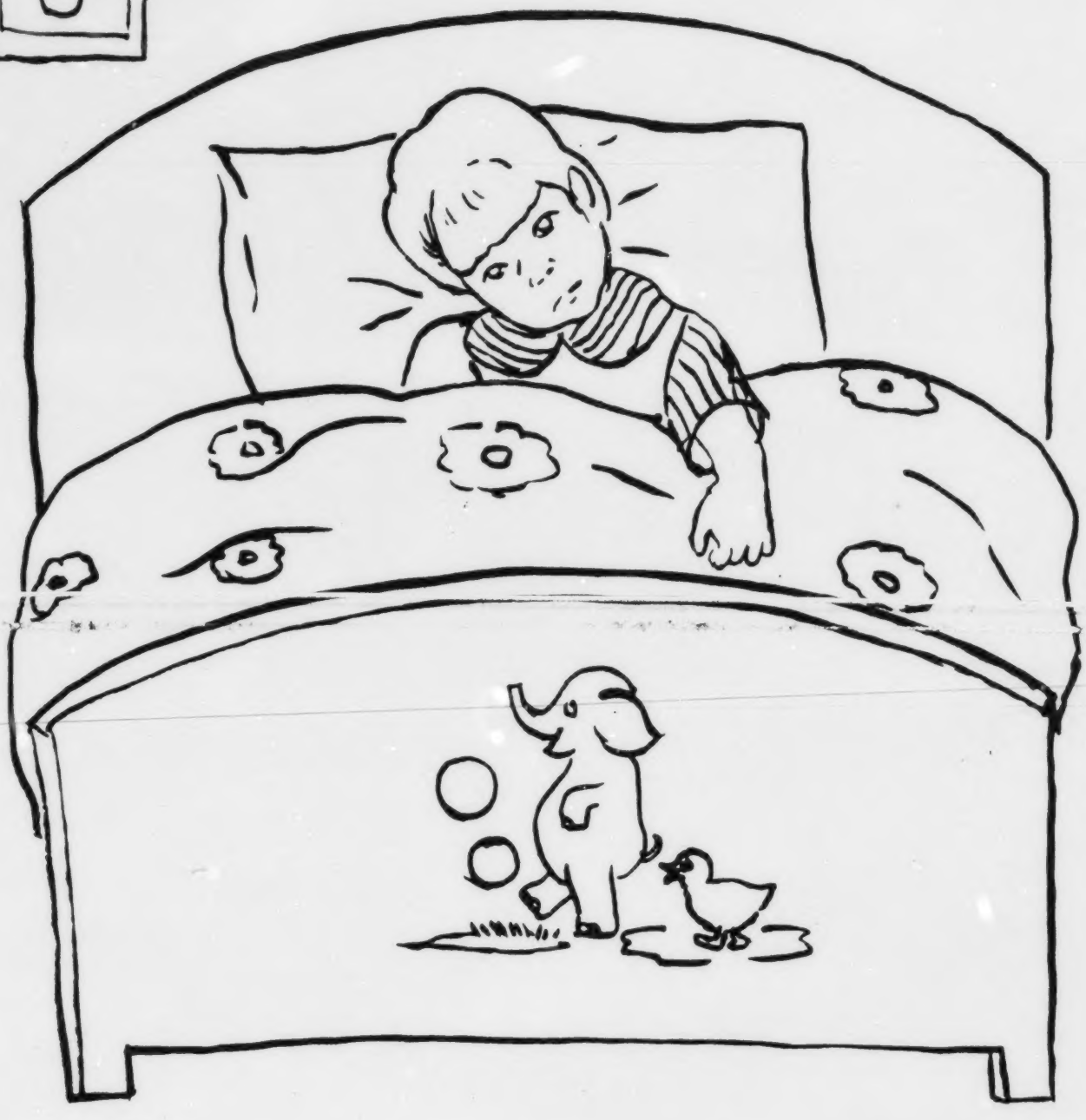
Draw four pictures showing the ways drugs come.

A.	B.
C.	D.



Drugs are made in factories and given by doctors or bought in a drug store.





When used the right way, drugs can be very helpful.

If you are sick, the right drug can help you get better

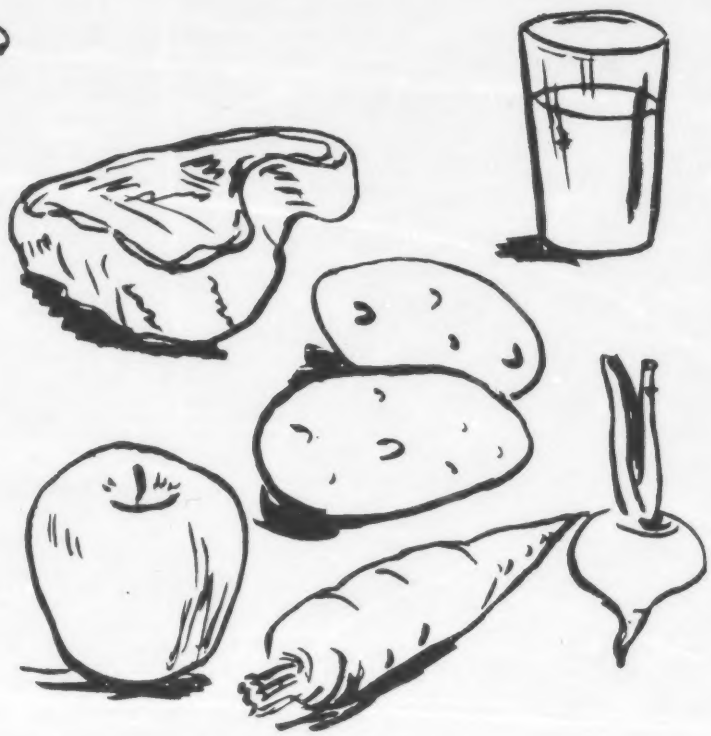
Your parents or your doctor can tell you what drug to use when you are sick.

They will tell you how much of the drug you should take

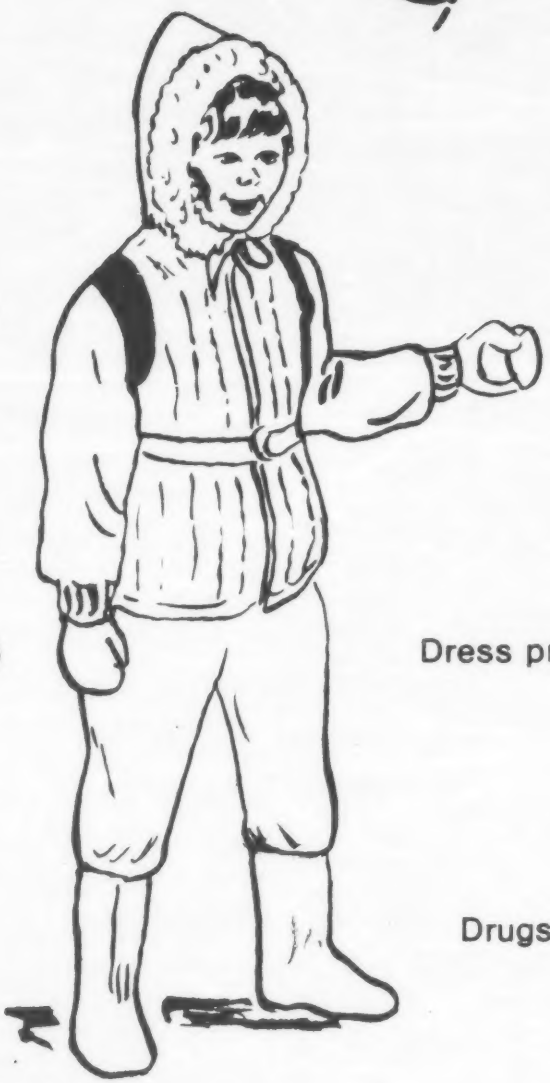
and when you should take it.

You should take drugs only when your mother or father is with you.

Follow doctor's orders



Eat food that is good for you



Dress properly

Drugs alone will not make sickness go away.

You must also take care of yourself.

ACTIVITY QUESTIONS
(Pages 7-12)

Before you answer any questions below, be sure you have colored and read pages 7 to 12.

Page 7

Name two places you get drugs from.

A. _____

B. _____

Page 8

Circle "T" if the answer is true and "F" if it is false.

T F 1. When used the right way, drugs can be helpful.

T F 2. Drugs cannot help a sick person.

Draw a picture of the way you feel when you are well.

Pages 9 and 10

1. If you feel sick, who should you ask about taking drugs?

A. _____

B. _____

2. Circle "T" if the answer is true and "F" if it is false.

T F 1. You should take as much of a drug as you want.

T F 2. You should take a drug any time you want.

Page 11

Place an "X" next to those people you should be with when you take drugs.

____ A. friends

____ B. father

____ C. mother

____ D. strangers

Page 12

List three things that will help drugs help you get better, if you are sick.

A. _____

B. _____

C. _____

ASSESSMENT
(Pages 7-12)

Circle "T" if the answers are true, "F" if the answers are false.

T F 1. Drugs are given by a doctor or bought in a drug store.

T F 2. If you are sick, the right drug can help you get better.

T F 3. Your friends can tell you what drugs to take.

T F 4. You should only take drugs when a stranger is with you.

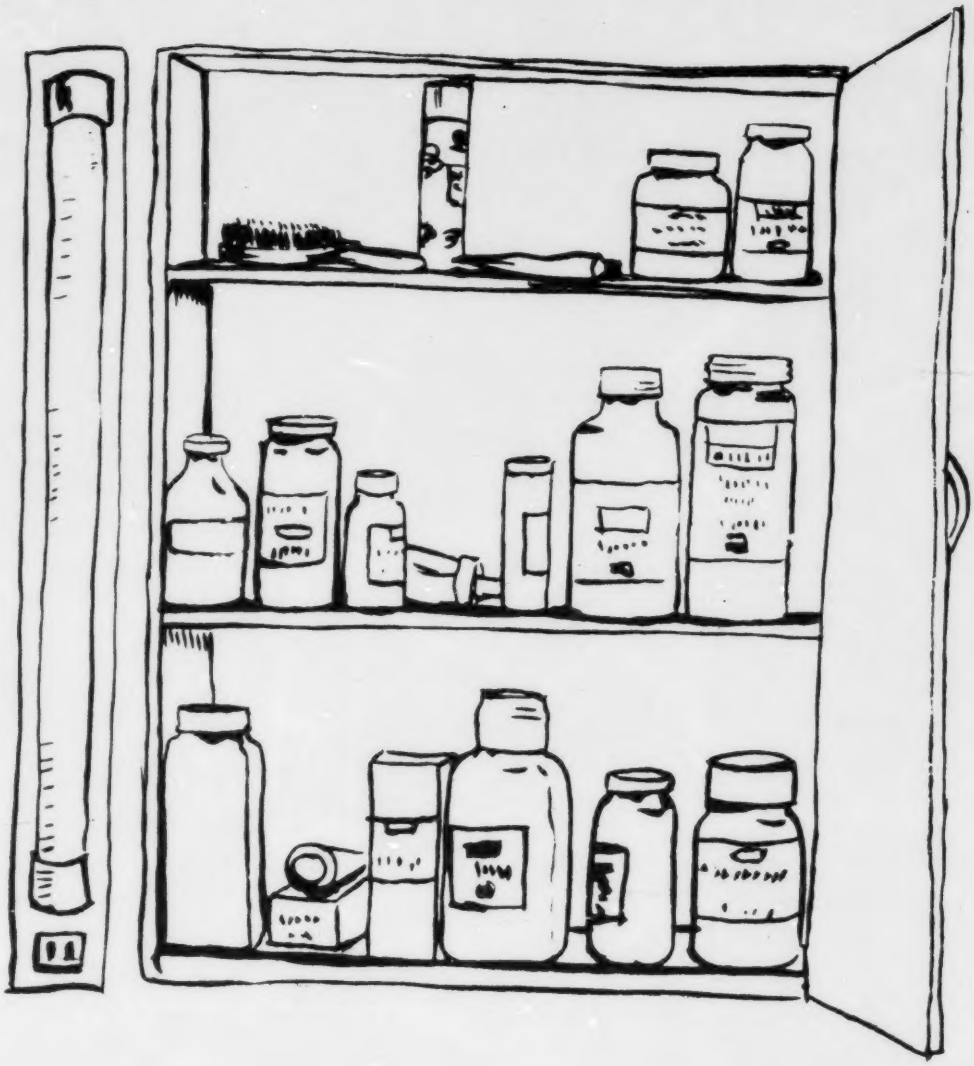
T F 5. Drugs are the only things that makes sickness go away.

You should not take any drug that a friend gives you and you should not give drugs to a friend.

When you are given a drug, that drug is only for you.

It may not be good for your friend and may even make her sick.

if you take too much of a drug, you might get sick.



Ask your parents to clean out the medicine chest and throw away any old drugs.

Drugs can get stale and will not work the way they should.

ACTIVITY QUESTIONS
(Pages 13-16)

Before you answer any questions below, be sure you have colored and read pages 13-16.

Pages 13 and 14

Circle "T" if the answer is true, "F" if the answer is false.

T F 1. You should not take drugs from a friend.

T F 2. You should give drugs to a friend.

T F 3. A drug given to you is for only you.

Page 15

Draw a picture of how you might look if you took too much of a drug.

Page 16

What should you ask your parents to do with old drugs?

_____

_____

ASSESSMENT
(Pages 13-16)

Draw lines from the question to the answer.

1. Who should you not take drugs from.

2. Drugs you are given are only for who?

3. What should you do with old drugs?

A. Throw them out

B. Friend

C. You

Remember what Kool Kat has told you about drugs. If you use drugs the right way, they will help you when you need them. But if you use them the wrong way they might hurt you. Don't take a chance.

Kool Kat

STATE OF NEW YORK
Nelson A. Rockefeller, Governor

NARCOTIC ADDICTION CONTROL COMMISSION

Howard A. Jones, Chairman
Santiago Grevi
Harold Meiselas, M.D.
Arthur J. Rogers

APPENDIX #2

Communication begins not with speaking, but with listening.

Listening means more than hearing words--it means hearing a person.

We need to facilitate communication and trust-building in classes and group situations.

It is not enough to listen unless you understand what you have heard, and it is of little use to understand unless you can communicate that understanding.

Communication can be nonverbal

Effective communication is direct and honest.

This material excerpted from Wayne County Intermediate School District "DARTE"

APPENDIX #3

Let's remember that it takes

both the white and black keys of

the piano to play

"The Star Spangled Banner"

unknown

This material excerpted from Wayne County Intermediate School District "DARTE".

APPENDIX #4

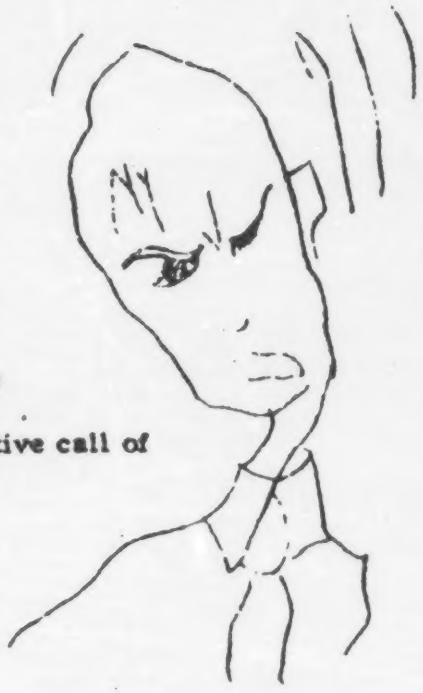
THE WAYS PEOPLE COMMUNICATE

"THE WISE-CRACKER"

Harmless, never destructive. Always has a remark or story "that fits right in."

"THE HEAD-SHAKER"

Don't-think--it-will-possibly work. Closely identified with The Distractor. "We've-tried-this-before," is the distinguishing and repetitive call of this bird.



"THE SUPERIOR BEING"

Identified by long beak which he looks down.

"THE WIDE-EYES ENTHUSIAST"

Common name "Eager- Beaver".

Agrees with everything and

everybody.

"ALWAYS-VULNERABLE"

Everything is personal - defends

self. Identified by call - "That's-

what-I-meant, that's-what-I-meant."

"THE BELITTLER"

Hard to flush - always seeks a good cover. Gives acid edge to all remarks - criticises every idea and everybody. "Back door bird."

"THE BLOCKER"

Closely identified with HEAD-SHAKER BUT MORE DESTRUCTIVE. Has tried everything before. Not only questions but actually stops all action.

"THE HAIRSPLITTER"

Hard to distinguish from Pigeon-holer. Can't function without definition and detailed cataloguing.

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"THE DISTRACTOR"

Attention-seeker - cuts in with inconsequential items, whispers to those on right and left. Never sticks to subjects.

"THE TALKER"

Member of large family. Always just happens to know everything. Offers to help out and does interminably.

"THE SECRETIVE SMIRKER"

Hugging his opinion to himself.

Closely resembles the Bellitler

APPENDIX #5

PROBLEM SOLVING PROCESS

People who deal most effectively with problems they encounter tend to be people who have learned and *internalized a PROBLEM-SOLVING PROCESS:*

PROBLEM ...	identify a problem - gather further information
UNDERSTAND AND CLARIFY ..	work with the problem to understand it fully, to know its dimensions, and to clarify it thoroughly
ALTERNATIVES ...	identify several ways of responding to the problem
CONSEQUENCES ...	look at each alternative to try to predict what would happen
ACTION PLAN ...	decide on the best course of action on the basis of the information and feelings that have been identified and analyzed.

How can we teach young children and older students these complex thinking and decision-making skills? How can we help them learn to put together the thinking and feeling aspects, the intellectual and emotional aspects, of themselves for effective decision-making? How can we help them learn how to help each other in positive and supportive peer group relationships?

Awareness-building and choice-making situations are useful. We also need to provide experiences and opportunities for children and young people to probe and examine both real and simulated problems, and to think through what they would do. "If I were faced with this problem, what would I do?"

ONE APPROACH: PROBLEM SITUATIONS

1. Pose a problem situation to a group - a problem story, a "trigger" film or filmstrip. Problems might reflect current social problems, a problem facing a person in a story or novel students are reading, a problem facing a scientist or mathematician. Whatever the problem, *it should be open-ended and real.*

2. Spend some time probing the problem - understanding its nature, clarifying its limits, gathering further information about it, and being sure that all in the group have a common understanding of the "facts" that are available.

3. Now, have them suggest various ways of dealing with or responding to the problem - possible "solutions." *BRAINSTORM - no suggestion should be disparaged discarded, or even discussed at this point.* Without comment, write all of the suggestions in a series across the chalkboard. (Initially, it might be best to work with the entire group. As they gain skill in using the process, they can break into small groups to do this step. It is essential, though, to maintain the idea of *brainstorming - listing all possibilities without comment and judgment.* The sifting and judging comes later. Right now the stress is on the most creative thinking possible.)

4. Taking each of the alternative approaches in turn, ask group members to predict the consequences - predict what might happen if this approach was used. Write predictions underneath each of the approaches.

5. Now, ask each of them, individually, to write down what his personal decision would be - on the basis of the information he has and the thinking they have done together. How would he act, if faced with this problem?

NOTE: This need not, in fact should not, be a laborious, drawn-out exercise. Particularly at the beginning when you are really teaching a group a process this material should be paced smoothly and should involve a fascinating problem. After a group learns the process, they can set their own pace. But don't let them or you get bogged down in some phase of the activity.

6. *FURTHER PROBING AND VARIATIONS:*

Variation A: Ask students now to consider their individual decisions in light of the seven criteria elements of the valuing process. Ask each to number from 1 to 7 underneath the decision they have written down. Ask them to write down either "YES" or "NO" as you read the seven questions to them:

CHOOSING
1. Did you make this decision freely - without worrying about what others thought? (Write down YES or NO)
2. Did you consider alternatives - did you think about several ways of responding to the problem? (Write down YES or NO)
3. Did you consider consequences - what would happen - in relation to each of the alternatives? (YES or NO)

PRIZING
4. Are you happy with the choice? Do you prize it? (YES or NO)
5. Would you be willing to tell others about your decision? (YES or NO)

ACTING
6. Is this how you would really act? Would you really do this? (YES or NO)
7. Would this action be a pattern in your life? Would you act in a similar way repeatedly? (YES or NO)

If you can answer "YES" to six or more of these questions, your decision probably represents a value area in your life. If you can answer "YES" to fewer than 6 questions, you have an indication of your attitudes, interests, beliefs, and feelings, but your value commitments in these areas need further clarification.

Variation B: If students have had experience with "focusing", instead of the above process, you might want to ask them to move into FOCUS GROUPS of 3 to 4 people, and let a focus person in each group talk about the decision he made, what considerations were most important for him, and how he feels about his decision. (See GROUPING - FOCUS GROUPS)

ANOTHER APPROACH - FOLLOWING UP ON VALUES CONTINUUM

1. Pose a problem situation to a group. Have them list alternative responses on a VALUES CONTINUUM.

2. After a number of alternatives (at least 4 to 6 to move beyond EITHER-OR thinking) have been entered on the VALUES CONTINUUM (either at one time or perhaps over a few days so that students are challenged to think of new and appropriate responses), challenge them to turn their attention to consequences - to "what

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"[illegible]" if you chose and carried out each of these suggestions. (At least [illegible], it would probably be most useful to work with the total group, but as they get more skilled, small groups might be put together - each to work on identifying consequences of one alternative.)

3. After possible consequences of each alternative have been predicted, again ask each student to write down his decision - his action plan.

4. Students might probe their own thinking and feeling about decisions they have made in their VALUES JOURNALS.

EXAMPLES OF PROBLEM SITUATIONS

...You are a high school teacher. A student in your class tells you the names of four boys in the school who are using heroin. You don't know any of these boys well, but you are surprised that these particular boys are into heroin. As a teacher, what would you do?

...A fourteen-year old girl whom you don't know too well -- usually you both just smile and say "hello" to each other - comes to you at school and says she has taken "acid" a couple of hours ago. She says she is feeling sick and she is frightened, though she looks pretty much like she normally does. She pleads with you not to tell anyone, she doesn't want to get "busted", but she needs your help. What would you do?

...A teacher has observed several students reacting and acting in a bizarre manner -- extreme hyperactivity, periods of withdrawal and depression, some surprisingly angry reactions considering the situations. Other students have reported to the teacher that these students are using drugs, but the students in question have not sought help from anybody. What should a concerned teacher do?

...Your parents have told you that you can have a party and invite about 20 friends, all under 18. Your parents have also indicated that they want no alcohol or drugs at the party, and you have agreed. The party is tomorrow night. Your father has an unexpected meeting and won't be home; your mother "trusts" you and your friends and will probably watch television most of the evening. Just today, one fellow you invited - a guy who is really popular and well-liked - told another fellow who is coming that he would bring the whiskey. What should you do?

WRITE YOUR OWN --

...

...

This material excerpted from Wayne County Intermediate School District "DARTE".

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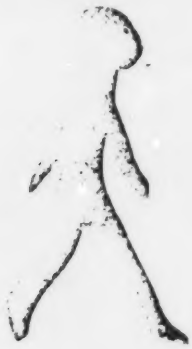
APPENDIX #6

Encounters a problem.



Studies the problem.

Considers a variety of solutions.

Takes a good look at values. He must live with his decision.

Makes his decision.

Acts on his decision.

This material excerpted from Wayne County Intermediate School District "DARTE".

Inquiry is a necessary part of decision-making

Consider consequences

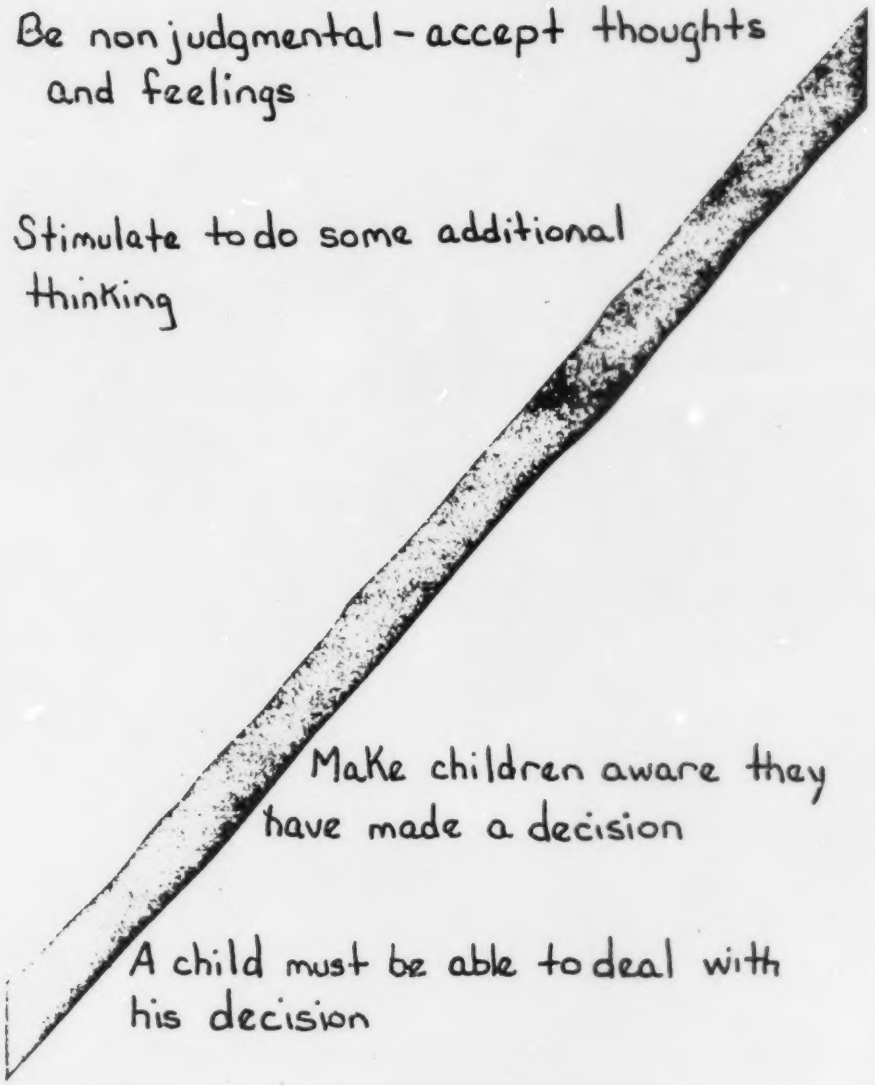
Decision making involves intellect as well as feelings

Be non judgmental - accept thoughts and feelings

Stimulate to do some additional thinking

Make children aware they have made a decision

A child must be able to deal with his decision



DECISION MAKING PROCESS

This material excerpted from Wayne County Intermediate School District "DARTE".

APPENDIX #8

Shoes divide men into three classes. Some men wear their father's shoes. They make no decisions on their own. Some are unthinkingly shod by the crowd. The strong man is his own cobbler. He insists on making his own choices. He walks in his own shoes.

S. D. Gordon

VALUE CLARIFICATION SKILLS

Inquiry into values is an important part of the classroom investigation of human interaction.

Exploring consequences, that is, finding out whether a preferred alternative at a behavioral point leads toward a desired value or toward a negatively valued consequence.

Stimulate the person to do some additional thinking.

A person cannot take part in the valuing process without developing some values.

Values are inner forces which motivate behavior.

Values play an important role in a person's ability to make thoughtful decisions.

It's all right to have our own feelings and thoughts.

Consider from a variety of points of views, some notions such as fairness, trustworthiness, or justice.

Keep an "open minded" atmosphere in the classroom.

APPENDIX #10

This material excerpted from Wayne County Intermediate School District "DARTE".

APPENDIX #11

THE PROUD WHIP
SOME MORE EXAMPLES AND SAMPLES

These are not separated for age groups.

1. Tell us something you are proud of strongly believing.

2. What is something you did recently that you are very glad you did.

3. Tell us something you're proud of --

   - that you wrote, or
   - that you have in your wallet or pocketbook, or
   - that you refrained from doing even though all your friends were doing it, even though you wanted to.

4. What are you proud of in your relationships to adults (or young people, in the case of adults in the group)?

5. What thing have you done recently for a friend that you are proud of?

6. What can you say that you are proud of in relation to your attitudes toward drugs?

7. What do you do in your spare time that you are proud of?

8. What habits do you have that you are proud of?

9. What thing do you do in relation to people who are different from you that you are proud of?

10. What did you do in class today that you're proud of?

11.

12.

13.

14.

BE SURE THE QUESTION USED IS SOMETHING THAT WOULD BE <u>INTERESTING</u> FOR THE GROUP. ROUTINE OR MORALIZING QUESTIONS OR AREAS ARE INAPPROPRIATE HERE.

This material excerpted from Wayne County Intermediate School District "DARTE".

5th GRADE PROGRAM GUIDE

For Your Information

This program guide provides substance abuse education with an affective focus.

The substance abuse information is provided via short study guides and accompanying activity sheets.

The affective material focuses on four areas: Self-Awareness, Communication Skills, Problem Solving/Decision-Making, and Values Clarification. Appropriate activities and experiences are either provided or cited.

Both substance information and affective activities are provided on a daily basis. However, it is hoped the substance information activities can be incorporated into the content areas, and the affective activities can be done at a more appropriate time during the day.

It is to your advantage to read the entire program guide, including the study sheets, appendix items, and decide which materials are to be duplicated, and when.

FOCUS	OBJECTIVES	ACTIVITIES
Day #1	1. To provide students with an experience in learning more about their classmates.	1. Bumpety-Bump-Bump (5 to 10 minutes) The group forms a circle, and each person makes sure he knows the name of the person on either side of him. One person goes to the center of the circle and begins to walk slowly around the inside of the circel, facing each person as he passes. At any point, he may stop in front of a person, point to him, and say, "Right Bumpety-Bump-Bump," or "Left Bumpety-Bump-Bump." By the time he has completed his statement, the person he has chosen must say the name of the person to his right or left, depending on the direction given. If the name is given correctly before the "pointer" has completed the statement, the "pointer" continues around the circle, choosing someone else. If the name is not given in time or is given incorrectly, that person becomes "it" and the "pointer" joins the circle.
	2. To orient students to this unit of instruction.	2. In your own way, communicate to your students that during the next three weeks, they will be involved in activities and experiences that will provide them with specific information regarding the history, use and abuse of substances. They will also be involved in experiences that will teach them more about others and themselves.

FOCUS	OBJECTIVES	ACTIVITIES
Day #1 (Cont.)		3. After having previewed the study sheets and the activity sheets, orient/explain the means of instruction to be used for the substance abuse information to the entire class-- a. Information will be provided. b. Required instructional activities will be provided. c. Alternative/optional activities may be provided at discretion of teacher.
	3. To provide students with initial information regarding substances.	4. Duplicate sufficient copies of study sheet #1 and activity sheet #1. 5. Explain as necessary; assign activity sheet #1 as homework.
Day #2	1. To provide an experience in learning more about self and others.	1. Refer to Values Clarification, Strategy #47, page 278 for an explanation of the Coat of Arms activity. 2. Provide students with a copy of the Coat of Arms. 3. Use the following six areas instead of those specified by Values Clarification. a. Symbol of act you enjoy doing. b. Symbol of your greatest personal experience. c. Symbol of your major personal goal. d. Symbol of your greatest failure during the last year.

FOCUS	OBJECTIVES	ACTIVITIES
Day #2 (Cont.)		e. Symbol of what someone can do to you or for you to make you happy. f. Three words that describe you as a person. 4. a. Break class into dyads (groups of 2). b. Have each dyad member spend 3-5 minutes introducing himself to his partner. c. Pair up 2 dyads, having partners introduce one another. 5. Teacher discuss activity with class, for example: a. What did you think of the activity? b. Why did we do it? c. How did you feel about drawing in each area? d. Were there any areas you couldn't draw in? e. What did you learn about yourself? f. What did you learn about your partner? g. How did you feel about introducing your partner? How did you feel about being introduced? h. What was your reaction to your dyad being paired with another dyad?

FOCUS	OBJECTIVES	ACTIVITIES
Day #2 (Cont.)	2. To review study sheet #1 and activity sheet #1.	6. Review study sheet #1 and have students answer activity sheet #1. Activity sheet #1--Answers 1. witch doctor 2. seven dwarfs 3. religious 4. groups 5. drug history 6. pain 7. spells 8. potions 9. demons 10. tribe 11. fairy tales 7. Discuss further as needed, i.e., vocabulary. 8. Additional activities, based on class's interest, skill, and need. a. Oral true-false quiz. b. Listening station activity c. Filmstrips/films/pictures/records 1) Tribes, witch doctor, voo doo. 2) Snow White--discuss potions, spells, etc. 3) Sleeping Beauty--discuss spell, potions, etc. d. Have students create puzzle of their own like activity sheet #1. e. Have students draw picture depicting study sheet #1--discuss before class.

FOCUS	OBJECTIVES	ACTIVITIES
Day #3	1. To provide continuing self-awareness experiences.	1. Values Clarification, Strategy #1--"20 Things I Like To Do," page 30. 2. The more important aspect of this activity is to "process" it--i.e. to provide ample time and discussion for students, individually and collectively, to discover things about themselves, for example: a. Did you learn something new about yourself? b. Did you re-learn something about yourself? c. Were you surprised about something you found out about yourself? d. Did you learn something about your neighbor.
	2. To continue to provide students with information regarding substances-narcotics.	3. Duplicate sufficient copies of study sheet #2 and activity sheet #2A. Distribute to students. 4. Explain/discuss/clarify assignment as necessary. 5. Assign activity sheet as either home work or to be completed during independent study time in class.

FOCUS	OBJECTIVES	ACTIVITIES
Day #4	1. To provide continuing self-awareness experiences.	1. <u>For Kids and Other People Who Care</u> Afraid--pages 7, 21, and 31. Loneliness--pages 51, 55, 63, 65, & 81. Disappointed--pages 7, 15, and 25 Pride--pages 49, 61, and 81. Use the concepts and questions presented as discussion topics for class.
	2. To review assignment regarding narcotics (study sheet #2 and activity sheet #2).	2. Discuss with class the highlights of study sheet #2. 3. In doing so, answer the questions on activity sheet #2A in class. (Note: you can use an overhead projector for this by making a transparency!) The answers are as follows: <u>Down</u> 1. cocaine 3. poppy plant 5. addiction 7. opium 9. civil war <u>Across</u> 1. coca plant 2. heroin 4. morphine 6. narcotics 8. hypodermic 10. orient 12. habit 4. With class, discuss any questions they may have; clarify terms; etc. File completed homework assignments in student folders.

FOCUS	OBJECTIVES	ACTIVITIES
	3. To provide additional instruction regarding physical and psychological effects of narcotics.	5. With class, discuss pictograms (activity sheet 2B), as they provide follow-up information regarding narcotics. 6. Records, movies, film, filmstrip, book reports, pictures. a. Opium war (social studies) b. Use of morphine in Civil War (science and social studies) c. Marco Polo (social studies) d. Incas of Peru (social studies) 7. Lead class in discussion of "habits" and "addiction," but not drug related—e.g., personal hygene habits, craving certain foods, waking up, etc. How do we get into a habit? How can we break a habit?
Day #5	1. To introduce the concept of communication.	1. Provide students with a brief description of what communication is, types (e.g., written, oral, pictoral, non-verbal), uses and its importance in relations between people (for your reference, refer to Appendix #1 and #2. 2. Duplicate Appendix #3 and provide each student with a copy. Spend sufficient time discussing each of the communication models presented.

FOCUS	OBJECTIVES	ACTIVITIES
Day #5 (Cont.)	2. To provide information regarding prescription drugs (amphetamines and barbiturates).	3. Duplicate sufficient copies of study sheet #3 and activity sheet #3A. 4. Explain and discuss the assignment with class as necessary. 5. Assign activity sheet to be completed either during class time or as homework. 6. Additional instructional activities are provided in activity sheet 3b ("Barbiturates") and activity sheet 3c ("Amphetamines"). These can either be done individually or in groups in class.
Day #6	1. To provide students with an activ highlighting cooperation and communication. 2. To review assignment regarding prescription drugs.	1. Experiment in cooperation: The Squares Game, Appendix #4. 2. Discuss with class the highlights of the information presented regarding prescription drugs. 3. In doing so, answer the nine multiple choice questions, the answers are: 1. P 6. R 2. R 7. I 3. E 8. B 4. S 9. E 5. C

FOCUS	OBJECTIVES	ACTIVITIES
Day #6 (Cont.)	3. To provide additional instruction on effects of use and misuse of prescription drugs--physical and psychological consequences of abuse.	4. a. Duplicate Appendix #5, and provide students with copies. Discuss, briefly, the types of non-verbal communication presented. b. Relate non-verbal communication to Activity Sheet 3C (amphetamines) that was assigned on Day #5. 5. Either with total class or small groups present and discuss pictograms and anagrams--Activity Sheet 3D and 3E.
Day #7	1. To provide class with an experience in communication and decision-making. 2. To provide students with information regarding the origin, physical and psychological consequences of the use of marijuana.	1. Refer to "Tower Building," Appendix #6. 2. Be certain to follow instructions and spend sufficient time in discussing the activity. 3. Duplicate and distribute sufficient copies of Study Sheet #4 and Activity Sheet #4A. 4. Explain and discuss material presented as needed. 5. Assign activity sheet to be completed as homework or as in class assignment.

FOCUS	OBJECTIVES	ACTIVITIES
Day #8	1. To become sensative to the act of communication as a two-way process.* *Objective and activity adopted from Dade County Curriculum Bulletin 9L--"Human Relations".	1. Choose two students to tell stories to the class. Send them out of the room to prepare their presentations. 2. While they are out, tell the class to respond to the first speaker with "positive attending behavior," listening carefully and displaying interest in what is being said, and to respond negatively to the second speaker by being inattentative and non-communicative. 3. After the presentations, ask their speakers for their reactions and feelings, both emotional and intellectual, and let the class determine the effects of their responses on both speaker and listener. 4. Have them generalize about the two-sided nature of communication.

FOCUS	OBJECTIVES	ACTIVITIES
Day #8 (Cont.)	2. To provide follow-up input in reference to marijuana.	5. With class, highlight the important points of Study Sheet #4. 6. In doing so, answer the questions on Activity Sheet #4A. The answers are: Across: 1. Marco Polo; 2. cigarette; 4. twelve; 5. dependence; 6. joint; 8. red; 10. unpredictable; 12. rise; 14. Asia Down: 1. marijuana; 3. drug; 5. dry; 7. hemp; 9. self-control; 11. eyes; 13. Aztec; 15. hashish; 17. Mexico; 19. watery
Day #9	1. To provide students with activities and exercises that identify and develop decision-making and problem-solving skills.	FOR YOUR INFORMATION People use a variety of ways to solve problems and reach decisions in their every day lives. The following strategies and activities highlight several of those ways. It is important for students to actively participate. It is even more important, however, for you to discuss with the class how their decisions were made or how their problems were solved. (See Appendix #7, Problem Solving Process.) The suggestions provided are only a frame of reference. You are encouraged to develop your own variations. (See Appendix #8 for student

FOCUS	OBJECTIVES	ACTIVITIES
Day #9 (Cont.)		handout regarding the problem solving process.) 1. Based on the above, provide students with a thorough but brief introduction of what the problem-solving process is. 2. Values Clarification, Strategy #37--"Unfinished Sentences", page 244. Indicates relative ability of students to deal with a minimally structured problem-solving situation.
	2. To provide students with information regarding the hallucinogens.	3. Duplicate sufficient copies of Study Sheet #5 and Activity Sheet #5A. 4. Distribute to students. Provide needed information so that students can do assignment. 5. Assign Activity Sheet #5A as either an in class assignment or as a homework assignment.
Day #10	1. To provide students with a model highlighting effective problem-solving approaches.	1. Tinker Toys: A Problem Solving Exercise a. Ask for three volunteers to participate in an activity. Ask that they leave the room. (They will be builders.) b. Ask for three additional volunteers to help the builders.

FOCUS	OBJECTIVES	ACTIVITIES
Day #10 (Cont.)		c. Explain to the entire group and the builder's helpers that in helping people solve problems: 1. We can be too responsible, e.g., we can take over and do all the work for them. 2. We cannot be responsible enough, e.g., we can be there but not give help. 3. We can be just responsible enough, e.g., we can really try to help them. Explain, that through this activity we might be able to find out which approach is the most helpful in terms of helping people. d. Give out one card to each helper. Tell each helper that he is to play his role as described on the card, but not to tell anyone which role he has. Card #1--I'm the expert. I know what a tower is supposed to look like. I'm going to make sure vou're going to build a good tower. I'll show you how to make a good tower. Card #2--I couldn't care less what you do. I won't be rude to you so I'll give you a little help, but don't bother me too much. Card #3--I want to help you solve your own problem. If there is anything I can do to help you build <u>your</u> tower, I'd like to. I'm confident in your ability to build a tower

FOCUS	OBJECTIVES	ACTIVITIES
Day #10 (Cont.)		that meets with your satisfaction. e. Tell the group that you will be calling the builders in one at a time and that you will give the following directions to each of the builders: "I'd like you to use tinker toy to build a tower. It is to be your tower. _____ is here to help you. You have about 4 minutes." f. Group members are to observe the builders and helpers. Tell them to key in on their own reactions to themselves, the builders and the helpers. Tell them to observe what they feel the builders are doing right and wrong in terms of helping people solve a problem. g. Call in the first builder and give him his instructions. Let him know when he has one minute, then ½ minute left. h. After the first builder is finished, instruct the group to observe what and the differences in what goes on between the first and second pair. Bring in the second builder, and give him his directions. i. Repeat h. for the third builder. j. Provide for group discussion of what took place, using the following guidelines as points of departure.

FOCUS	OBJECTIVES	ACTIVITIES
Day #10 (Cont.)	2. To review material regarding hallucinogens.	1. To entire group--Who do you think was the most helpful? What was it about him that made him the most helpful as compared with the other two? 2. Question each builder and his corresponding helper: To Builders-- How did you feel about the situation? Did you feel it was your tower? Did you feel you got help? How did your assistant help you? Did you like the tower you built? To Helpers-- What was your role (read card)? How did you feel in the role? How would you have helped if you weren't given instructions? k. Tie the above discussion in with how this exercise and its results relate to the problem-solving and decision-making process. 2. Highlight Study Sheet #5 with class. 3. In doing so, answer the 8 multiple choice questions. Answers below:

FOCUS	OBJECTIVES	ACTIVITIES
Day #10 (Cont.)		1. A 5. T 2. B 6. R 3. A 7. I 4. D 8. P Bonus--A Bad Trip
	3. To provide students with additional information relating to the physical and psychological consequences of using hallucinogens.	4. With materials supplied on Activity Sheet #5B, present and discuss to class physical and psychological results of using hallucinogens.
Day #11	1. To provide a problem-solving simulation in which values are a determining factor.	1. Values Clarification, Strategy #48--"Fall-Out Shelter Problem" ('G' version page 281. 2. Follow up this activity by explaining and discussing the fact that problem-solving and decision-making is an orderly process. (Refer to Appendix #9 and #10 for student information sheets)
	2. To provide students with information and activities regarding volatiles.	3. Duplicate and distribute sufficient copies of Study Sheet #6 and Activity Sheet #6. 4. Explain as necessary. 5. Assign Activity Sheet #6 to be completed at home.

FOCUS	OBJECTIVES	ACTIVITIES
Day #12	1. To provide students with introductory information regarding the values clarification process.	1. Hold a brief discussion with class about values and the value clarification process. For your references see Values Clarification, pages 13-22 to assist you in your class discussion, refer to Appendix #11 and #12, "Value Clarification Skills"). 2. For purposes of introducing the concept have students-- a. List 4 successes they have had at home. b. List 4 successes they have had at school. c. List 4 successes they have had with their friends. Which was the biggest success? Why? d. Repeat for "Failure".
	2. To provide follow-up information on the effects of misuse of volatile substances	3. Have several volunteer students present their charts (Activity Sheet #6) to the class. 4. Using these as examples: a. Determine and list the most common volatile substances found in student's homes. b. Determine whether or not items are safely stored. If not, what could students do to: 1) Make parents aware of situation. 2) Provide for safe storage.

FOCUS	OBJECTIVES	ACTIVITIES
Day #12 (Cont.)		c. Determine whether or not items are clearly labled. If not, what could students do to: 1) Make parents aware of situation. 2) Provide for proper labeling.
Day #13	1. To provide students with value clarification activity.	1. Values Clarification, Strategy #33--"The Pie of Life", page 228. A Life Style Inventory. (Do both a 'real' pie and an 'ideal' pie)
	2. To provide students with information relating to alcohol, tobacco, caffeine.	2. Duplicate and distribute sufficient copies of Study Sheet #7 and Activity Sheet #7A. 3. Explain the materials to students as necessary. 4. Assign Activity Sheet #7A to be done either during assigned class time or for homework.
Day #14	1. To complete value clarification experiences.	1. Values Clarification, Strategy #60--"How Would Your Life be Different", page 322. Focus on 'Who am I,' 'Where am I at,' 'Where am I going,' and 'How am I going to get there.'

FOCUS	OBJECTIVES	ACTIVITIES
Day #14 (Cont.)	2. To provide students with additional input regarding alcohol, tobacco, and caffeine.	2. Highlight Study Sheet #7 by answering the ten questions on Activity Sheet #7. The answers are: 1. most 6. tobacco 2. drunk 7. dangerous 3. body 8. alcohol 4. cigars 9. caffeine 5. think 10. cigarettes 3. With class decipher pictograms provided on Activity Sheet #7B.
Day #15	1. To provide final assessment regarding substance use/abuse information.	1. Based on the a. Study sheets b. Activity sheets c. Follow-up activities provided by you Develop and administer an assessment instrument that meets the specific needs of your class. 2. If time permits provide additional affective experiences of your choice.

5TH GRADE
PROGRAM GUIDE

STUDY SHEET
AND
ACTIVITY SHEETS

STUDY SHEET #1

EARLY DRUG HISTORY

The history of drug use and abuse dates back to before recorded time. Early man used some form of drugs to heal wounds, and in trying to cure various aches and pains. The first real use of drugs actually came about when man first started to live in groups. In this situation, men were given certain tasks to do, and one man became the witch-doctor and/or the medicine man. The medicine man used drugs in connection with events that went on within the tribe.

Early man thought that pain was caused by demons, and that the only thing that would get rid of the demon, was some kind of strong potion (a drug). However, early man did not limit himself to the use of drugs in connection with pain, he felt that all things had something to do with demons, and that magic spells and potions would make the demons go away. So, man used drugs for pain, as well as to prepare for battle, for medical reasons, and for religious purposes.

The idea about potions and evil spirits was not limited to these early groups of men. There are several examples in literature about drugs being used for one reason or another. Two very good examples appear in the fairy tales such as Sleeping Beauty and Snow White and the Seven Dwarfs, where potions were used by the "evil characters" to reach their goals.

ACTIVITY SHEET #1

Fill in the blank spaces by answering the questions below.

1. _ _ _ _ _ _ D _ _ _ _ _

2. _ _ _ _ _ _ _ _ _ R _ _

3. _ _ _ _ _ _ _ _ U _

4. G _ _ _ _ _

5. _ _ _ _ H _ _ _ _ _ _

6. _ _ I _

7. S _ _ _ _ _

8. _ _ T _ _ _ _

9. _ _ _ O _ _

10. _ R _ _ _

11. _ _ _ _ Y _ _ _ _ _

1. Another name for medicine man.

2. Snow White's friends.

3. An early purpose of drugs.

4. The first real use of drugs came about when man started living in _____.

5. The title of this study sheet.

6. A use for drugs now, and in the past.

7. & 8. These two things would make #9 go away.

9. Early man thought that pain was caused by _____.

11. Sleeping Beauty and Snow White are _____ _____.

STUDY SHEET #2

NARCOTICS

The first true drug of abuse was OPIUM. This drug was well known among the ancient Sumerian, Greek, and Roman civilizations. This fact was carried forth in writing and in the literature of these people. An ancient Sumerian tablet mentioned a joy plant, which as described, seems to be the opium poppy plant. Also in his story about the Trojan Wars, Homer writes in his Illiad, about a potion which appears to have exactly the same effects as opium. The knowledge of this drug was well known for ages, but its awareness by people in general had not reached such a peak as it has, until the past few centuries.

Europeans helped in increasing the knowledge of this drug in the Orient. Chinese emperors worried about the situations. They tried to stop the British import of opium into their country, but were unsuccessful. Finally, the Chinese and the British fought a war over China's rights, which included the opium import, and it was known as the "Opium War".

The British won the war, and the problem became worse. In 1911, both sides agreed to stop the British shipments of Opium from India, where it was originally grown. However, it was too late to solve the problem. The poppy plant was now being grown in China in large quantities. China tried to put a stop to this, but she is still unable to this day.

America was not free from the problem either. Opium was here while we were still colonies of England. However, it was not until MORPHINE, a drug of opium origin was discovered, that the problem of drug addiction really began to get worse.

There are two things that helped this problem spread:

1. Books were being written about how great it was to use drugs, and about the fantastic dreams they had while they were using them.

2. More important than the first was the Civil War.

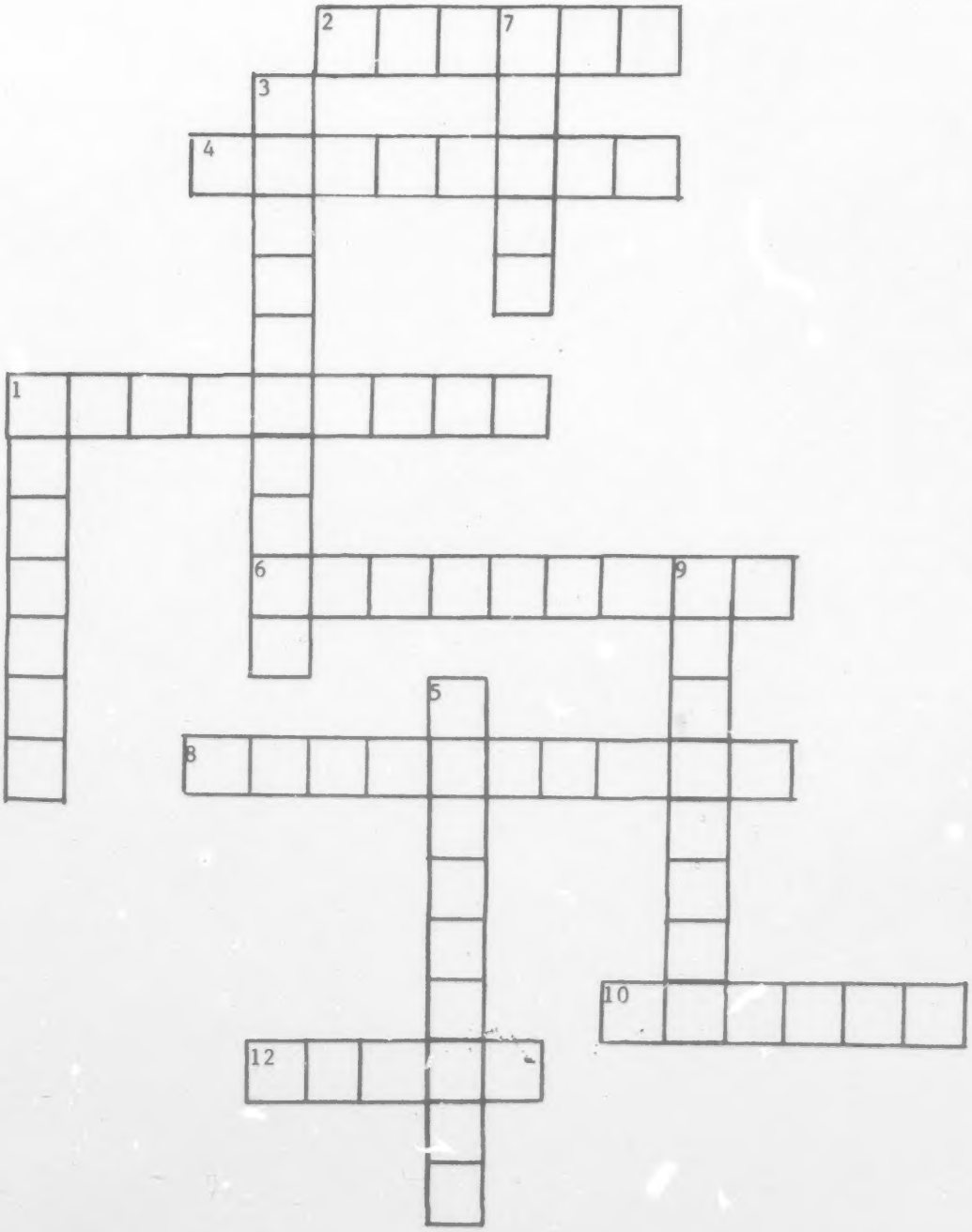
During this war, morphine was used to stop the pain of wounded men. It was used so much, it soon became a habit, which meant that the men could not stop taking it, so these men were called addicts. At first the doctors felt that if they used the newly invented hypodermic syringe (needle), instead of the pill form, the drug would not reach the stomach, and thus it would not become addicting. This they later found was in error, since it only made the addition worse.

Through research the doctors discovered a new drug. Its purpose was to cure opium and morphine addicts. This drug was HEROIN. Scientists soon discovered that this drug was not a cure for opium and morphine addicts, but that it was more powerful and addicting than any other drug yet discovered.

Another drug called COCAINE was used to try to cure the addicts. This drug was used by the ancient Incas of Peru. It comes from the coca plant, and was used by the priests of this early civilization. The natives of this region still use this drug to keep their bodies going at a fast pace. They roll the coca leaves up into balls, and chew it until all the juice from the leaves is out. The miners of Bolivia use it for what they think keeps them strong. But, in actuality, it is used to keep them working longer hours in the mines. This is not to say that this is legal or non-habit forming, because cocaine itself is just as habit forming as the other drugs already mentioned, as well as illegal. Therefore, scientists still had no cure for the addicts, they merely presented more drugs for people to get addicted on, quite by accident.

ACTIVITY SHEET #2A

Fill in the crossword puzzle by answering the questions below. (Odd = down; Even = across--except #1)



DOWN:

1. Drug used by Incas of Peru.
3. This seemed to be like the Sumerian "Joy Plant". (2 words)
5. Morphine caused drug _____.
7. The first true drug of abuse.
9. This helped drug addiction spread. (2 words)

ACROSS:

1. Cocaine comes from this. (2 words)
2. A drug to cure opium and morphine addicts.
4. A drug of opium origin.
6. The titale of Study Sheet #2.
8. _____ syringe (needle).
10. Where Europeans learned of drugs.
12. Means: Can't stop taking a drug.

ACTIVITY SHEET #2B

NARCOTICS

Read the following picture story about effects of narcotic drugs which are made from opium.

1.

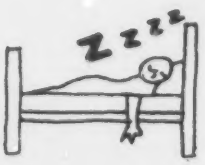
Narcotics which R

from O+P+UM

down the

actions of the and nerves.

They cause a 2 f+



This material taken in part from Dade County Curriculum Bulletin 4D-LP-75.

ACTIVITY SHEET #2B

NARCOTICS

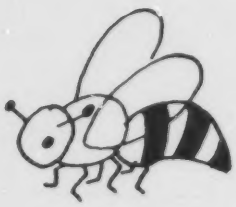
1.

O+P+8 is a

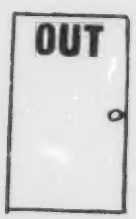
narcotic drug. It is from

the of the **O+P+M**

+E

It also 

from . All of the

O+P+$^{8}_{8}$ have **AB +** 

the same effects.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-75.

ACTIVITY SHEET #2B

NARCOTICS

3.

Cocaine comes from coca

It is prescribed by

+ S in the 2

day. This is + cause

the drug is so + us.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-75.

STUDY SHEET #3

PRESCRIPTION DRUGS

Two other kinds of drugs which are used in the United States, and which are often abused, either by accident or on purpose, are the "DOWNERS" which are called barbiturates, and also the "UPPERS" which are the amphetamines.

The more common forms of barbiturates are sleeping pills and pain killers. Both forms of barbiturates are safe, when prescribed by a doctor. Taking barbiturates too often or by taking too many at one time (not following a doctor's prescription) can be very harmful. When misused, barbiturates can be more harmful than heroin. They are more addicting and cause more deaths than heroin. About one out of every four poison cases received in hospitals have abused barbiturates.

The "UPPERS" are the opposite of the "DOWNERS". While the downers make you sleepy and very tired, the uppers make you nervous and keep you awake longer than you normally would or even could.. This drug taken as prescribed by your doctor is fine, but taken by the wrong person in the wrong way, they can be very dangerous. Some people have been known to get in the habit of taking either downers and/or uppers, and when this does become a habit, these people are called "pill poppers".

ACTIVITY SHEET #3A

After reading Study Sheet #3, answer the following questions by choosing the best answer, and writing it in the space to the left of the number.

____ 1. A barbiturate is

o. an amphetamine
p. a "downer"
q. heroin

____ 2. "Downers" make you

r. sleepy
s. nervous
t. stay awake

____ 3. Barbiturates are safe when

c. taken with "uppers"
d. given to you by a friend
e. prescribed by a doctor

____ 4. How many poison cases are caused by abusing barbiturates

s. one of four
t. one of two
u. one of ten

____ 5. When some one is in the habit of using barbitures and/or amphetamines, they are called

b. "down dropper"
c. "pill popper"
d. "up user"

____ 6. A common form of barbiturate is

r. sleeping pills
s. diet pills
t. amphetamine pills

____ 7. Which of the following can be more harmful than heroin

g. narcotics
h. opium
i. barbiturates

____ 8. This activity is about

a. doctors
b. prescription drugs
c. drug abuse

____ 9. When taking barbiturates or amphetamines, not following a doctor's prescription

e. can be harmful
f. can cause habits and addiction
g. can poison you

BONUS--What word do the letters you wrote spell?

_____

ACTIVITY SHEET #3B

BARBITURATES AND TRANQUILIZERS

1. Look at the five pictures below. Then read the five statements about the pictures. Each statement tells about one of the pictures. Write the letters A to E on your paper. Next to the letters write the number of the statement that tells about the picture.

A

B

C

D

E

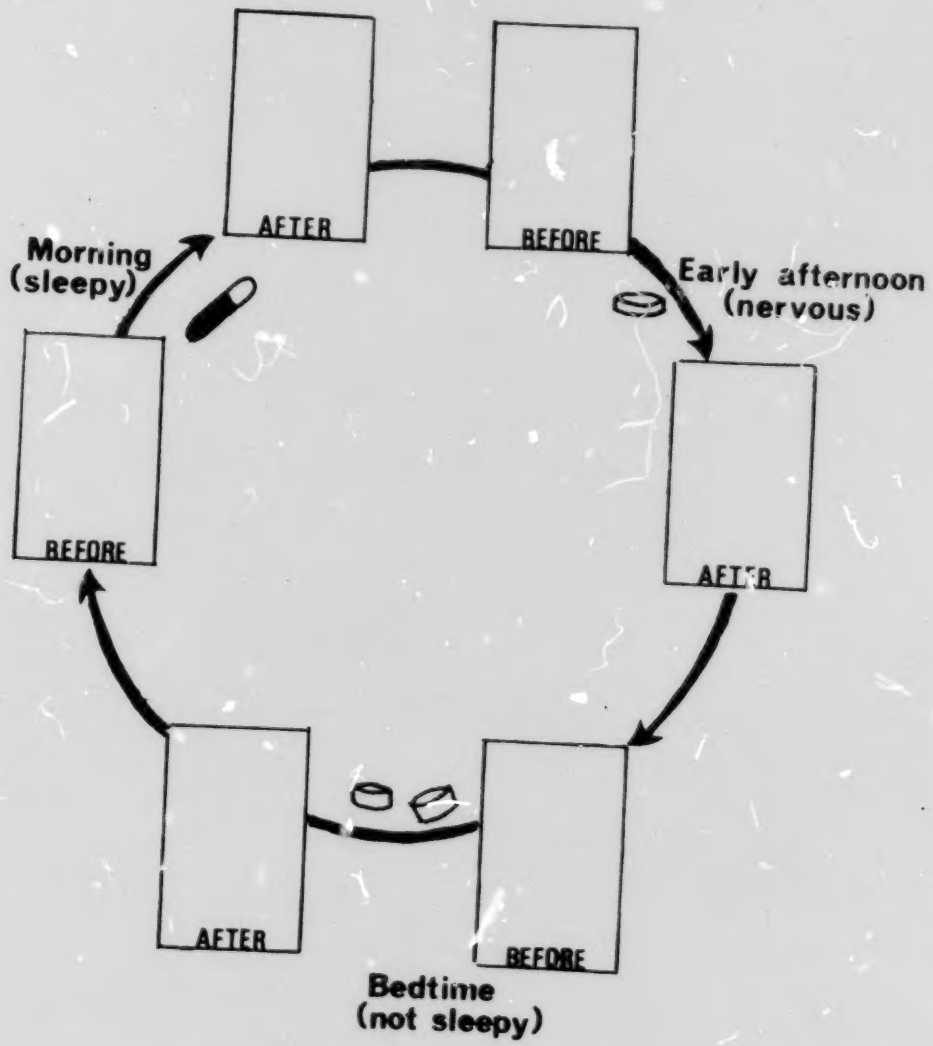
1. During the first 8-12 hours, the abuser appears to get better.
2. Then the abuser has headaches and is sick to his stomach.
3. The abuser may faint when he tries to stand.
4. After 36-72 hours, the abuser may have convulsions.
5. Then the abuser may sleep for some time.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-65.

ACTIVITY SHEET #3C

AMPHETAMINES

Look at the drawing below. The drawing shows a pill cycle. Copy the drawing on a large piece of art paper. Then draw or cut our six pictures from magazines to show how a person might feel before he takes each drug and after he takes each drug. Paste or draw the pictures in the appropriate boxes on your drawing.



This material taken in part from Dade County Curriculum Bulletin 4D-LP-55.

ACTIVITY SHEET #3D

AMPHETAMINES

S	C	F	I	W	F	U
A	W	A	K	E	T	S
D	P	E	P	I	M	E
X	S	R	Z	C	Q	S
N	H	B	A	H	R	K
E	D	O	C	T	O	R

DOCTOR--AWAKE--PEP--USES--WEIGHT--SAD

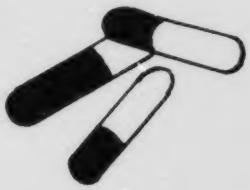
This material taken in part from Dade County Curriculum Bulletin 4D-LP-55

ACTIVITY SHEET #3E

BARBITURATES AND TRANQUILIZERS

1. Read the following picture story and if a blank appears, please fill in your answer.

Barbiturates and tranquilizers

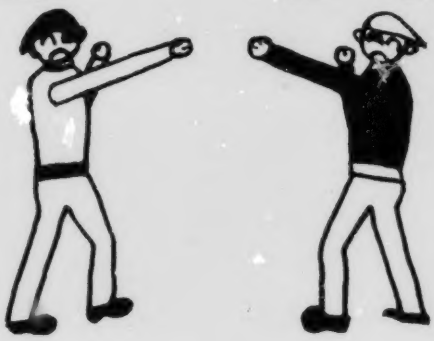
come in the form of  and

.

These make a

f + as if he were drunk.

These cause a

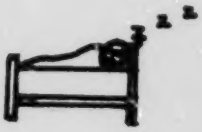
z want z  .

This material taken in part from Dade County Curriculum Bulletin 4D-LP-65.

ACTIVITY SHEET #3E

BARBITURATES AND TRANQUILIZERS

2.

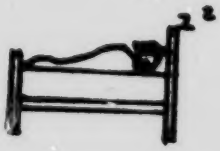
A takes a  every

4 going 2 .

In he go

2 if he just 1

. If he 2 he

will go 2  . This has

developed a _____ for barbiturates.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-65.

ACTIVITY SHEET #3E

BARBITURATES AND TRANQUILIZERS

3. A who tell his that he no longer gets the same effect from a and takes more than the prescribed come _____ 2 the .

4. A who takes without + ing 2 is developing a _____.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-65.

ACTIVITY SHEET #3E

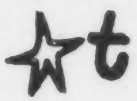
BARBITURATES AND TRANQUILIZERS

5.

BARBITURATES AND TRANQUILIZERS

Activities (continued)

d) affect a 's

and he  2 he

2 take these .

He is developing a _____

dependence.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-65.

STUDY SHEET #4

MARIJUANA*

Recently there have been many arguments over marijuana. Scientists have not been able to agree as to which other drugs marijuana is most like, if it is like any other drugs at all.

Like the drugs discussed earlier in the story, marijuana is not a new drug. It was used by the ancient Aztecs of Mexico to excite their people so that they were not in complete control of all their doings. Marco Polo also wrote about a group called "Hassan and his Assassins", who before they robbed, or killed anyone, used this drug. They referred to it as it is known in the East, hashish. Originally, the hemp plant, where this drug comes from, was burned in a fire with all the people around it, and the smell was what put them under its influence. However, as it was introduced in the United States by Mexican laborers who came here to work, the leaves are rolled and smoked as cigarettes.

When smoked, marijuana quickly enters the bloodstream. The blood carries the drug throughout the body. It may cause--

. . .the blood pressure to rise;
. . .the heart to beat faster;
. . .the eyes to become watery;
. . .the mouth and throat to become dry;
. . .the user to be hungry;
. . .the blood sugar to rise;
. . .the body processes to speed up;
. . .the pupils of the eyes to become larger;
. . .the skin to become sensitive to the touch;
. . .the skin around the eyes to become red.

These effects are usually felt in about fifteen minutes. The effects of smoking marijuana can sometimes last up to twelve hours. Scientists are working to discover other effects on the body caused by smoking marijuana.

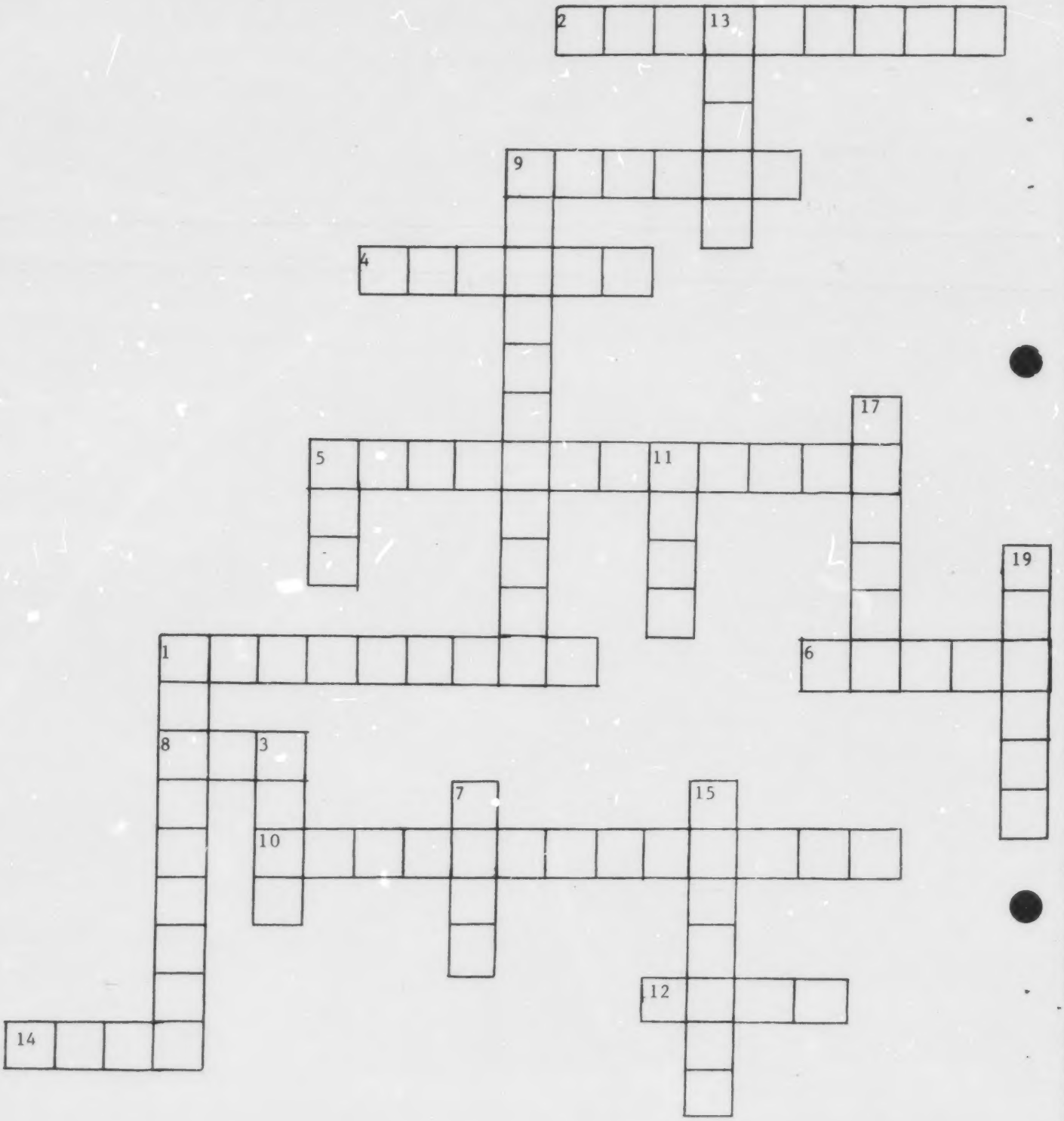
The strength of marijuana and the way it is mixed cause the user to experience different effects. The strength of the drug depends upon where it is grown. For example, the marijuana used in the United States comes mostly from Mexico and is weaker than marijuana grown in Asia.

The effects of marijuana are unpredictable. This drug affects each person in a different way. Some people feel happy; some feel sad. A person may become very excited. Another user may become very quiet. Other users may feel nothing. Some users may see, hear, feel, taste, or smell things that are not there. He may see the things around him in a different way. Sights and sounds may be different. Time may seem to pass slower or faster than usual. Distances may appear shorter or longer. The user may become confused or not know where he is. He may lose his self-control. A person using marijuana may follow suggestions more easily than usual. He may develop a psychological dependence on marijuana, or think he needs the drug. These effects can cause the user to harm himself as well as others.

*Parts of this information from Dade County Curriculum Bulletin: "Marijuana" (4D-LP-25).

This drug is also known as pot, joint, etc., and the condition of being under its influence is called "getting stoned". The actual dependence of this drug has not be proved.

ACTIVITY SHEET #4A



ACTIVITY SHEET #4A

ACROSS:

1. He wrote about a group called "Hassan and his Assassins."
2. This is the form marijuana is used when it is rolled and smoked.
4. How long the effects of marijuana can last. (number of hours)
5. When someone thinks he needs a drug, he may have developed a psychological _____.
6. A slang name for a marijuana cigarette.
8. The color the skin around the eyes may turn while using marijuana.
10. What the effects of marijuana are.
12. What the blood sugar level will do while using marijuana.
14. Marijuana used in the United States and Mexico is weaker than marijuana grown there.

DOWN:

1. The drug this section is talking about.
3. Marijuana like most other things is not a new _____.
5. Marijuana causes the mouth and throat to become _____.
7. The plant that marijuana comes from.
9. The user of marijuana may sometimes lose his _____-_____. (2 words)
11. The pupils of this become larger with the use of marijuana.
13. This was a group of people in Mexico used marijuana to excite their people out of control.
15. The name used in the east for marijuana.
17. Laborers from here brought marijuana into the United States.
19. What the eyes become when using marijuana.

STUDY SHEET #5

HALLUCINOGENS*

The Aztec civilization also used other drugs. They worshipped some kind of cactus and mushrooms. A drug obtained from the cactus by the Aztec priests, and which is still done the same way today, is the PEYOTE. This drug is taken also to bring about dreams as are the rest. It too is somewhat habit forming and is bad for your system, and the use of it is also illegal.

LSD are the initials of a new and unpredictable drug. These initials stand for lysergic acid diethylamidetartrate-25. This drug though discovered recently, has created an overnight problem. Part of this problem is due to men such a Timothy Leary and Richard Alpert, who say LSD is great and that everyone should take it. When taken, this drug puts you into dreams, which are called trips. These trips can be very bad because of the damage they have been known to cause. People have no control at all over what they do or say, and have been known to hurt or even kill themselves or others while under the influence of LSD. However, this is not the only bad thing that has been known to happen. Some have had permanent brain damage and have never left institutions. Others have gone into dreams months after taking LSD, and lost control over themselves again as they did when they first took it. It is also known that this drug has a bad effect on your genes (the basic parts of the body), and it can permanently damage these.

LSD and Peyote are members of a very dangerous family of drugs (as was explained earlier), called hallucinogens.

Hallucinogens are dangerous drugs that can cause harmful effects on the user. These drugs affect people in different and unpredictable ways. The effects of the drug on a person depend on the dose he takes and on his own physical and mental condition. He may have any or all of the following effects on the mind. He may--

. . .have hallucinations (see, hear, feel, taste, or smell things that are not really there);
. . .have a change of mood;
. . .change the way he thinks about himself and others;
. . .lose his memory or be unable to think clearly;
. . .have illusions (see the world in a different way);
. . .become confused.

Hallucinogens can also cause many effects on the body. The abuser may--

. . .have higher blood pressure;
. . .have more sugar in his blood;
. . .have a faster heartbeat;
. . .have faster acting body processes;
. . .have poor health;
. . .be sick to his stomach;
. . .go into shock;

*Part taken from Dade County Curriculum Bulletin "Hallucinogens" (4D-LP-85).

. . .have convulsions;
. . .go into coma;
. . .die.

Other members of this group include STP, DMT, Psillocybin, Mescaline, etc.

ACTIVITY SHEET #5A

Place the letter in the space provided on the line to the left of the number.

____ 1. A drug obtained from cactus is

a. Peyote
b. LSD
c. Marijuana

____ 2. Timothy Leary says that this drug is great and everyone should take it

a. Peyote
b. LSD
c. Marijuana

____ 3. Hallucinogens can have a bad effect on your

a. genes
b. big toe
c. liver

____ 4. LSD and Peyote are members of which family

b. prescription drugs
c. narcotics
d. hallucinogens

____ 5. Drugs are called hallucinogens because they make you

s. physically fit
t. hallucinate
u. depressed

____ 6. Which of these is <u>not</u> an effect of hallucinogens

r. hunger
s. hallucinations
t. confused thoughts

____ 7. Hallucinogens effect

g. mind
h. body
i. both mind and body

____ 8. While under the influence of LSD, the dreams you have are called

o. voyages
p. trips
q. journeys

BONUS--The letters in the spaces to the left of the numbers answer the question--

What using hallucinogens can be _____(3 words).

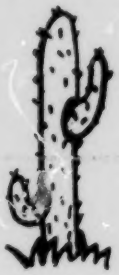
ACTIVITY SHEET #5B

HALLUCINOGENS

Activities

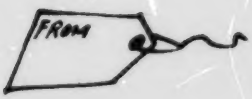
Read the following picture stories about peyote, psilocybin, and nutmeg.

1.

Peyote is a  plant that looks like a . The drugs, peyote and mescaline, cause a 2 have a f + + ing of - + ing and have

This material taken in part from Dade County Curriculum Bulletin 4D-LP-85.

hallucinations. A large dose of these drugs

cause effects like those 

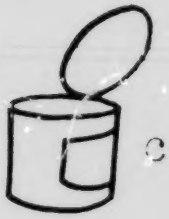
LSD. These effect last from 4 to 16 hours.

b. Psilocybin is a drug found in a

ACTIVITY SHEET #5B

HALLUCINOGENS

Mexican . It is as

powerful as LSD. This drug  cause

a 2 have hallucinations

3.

+ D then + come upset.

Nutmegs **R** the dried seeds of

This material taken in part from Dade County Curriculum Bulletin 4D-LP-85.

ACTIVITY SHEET #5B

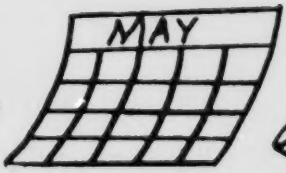
HALLUCINOGENS

evergreen . A small

dose of + meg gives a

a f+ +ing of - B+ ing.

A f +

rel +t. ne  +ic,

This material taken in part from Dade County Curriculum Bulletin 4D-LP-85.

STUDY SHEET #6

VOLATILES*

Volatiles are chemical substances which give off strong smells and fumes. Fumes are vapors or gases that leave the volatiles and spread out in the air. Volatiles will burn very easily when they are lighted. A few volatiles will even explode. When volatiles are not used properly, they can be dangerous and even cause death.

Her is a list of a few volatiles:

aerosols (deoderant and hair spray)
glue
automatic transmission fluids
gasoline
kerosene
paint lacquers and thinners
lighter fluids
cleaning fluids

Many people use volatiles in their homes. If they are used properly, they may be helpful and safe.

*From Dade County Curriculum Bulletin "Volatiles" (4D-LP-35).

ACTIVITY SHEET #6

On the chart, fill in the columns by looking for volatile substances found in your home.

Volatile Substance	Where did you find it in your home?	Is the item safely stored?	Is the item clearly labeled?
1.			
2.			
3.			
4.			

STUDY SHEET #7

SUBSTANCES, ETC.*

Alcohol. This substance has been labeled the most abused drug in America by the U.S. government. However, its use and misuse is socially acceptable because it can be legally obtained.

Its effects on the person depend on the person, how much he takes, and how often he takes it. The effects can be different every time it is taken.

When a person becomes intoxicated, or drunk, from drinking too much alcohol, he may suffer from some of the following temporary effects. He may--

. . .become confused;
. . .be unable to do many everyday activities, such as walk;
. . .be unable to think clearly;
. . .faint or blackout;
. . .be unable to remember what happened while he was drinking;
. . .have hallucinations;
. . .become unconscious.

Alcohol affects a person's emotions as well as his body. A small amount of alcohol may cause the person to feel some of the following effects. He may--

. . .have a feeling of well-being;
. . .be free from worry or fear;
. . .have a feeling of confidence in himself and in his own abilities;
. . .feel more at home and comfortable with other people;
. . .say and do things he wants to without worrying about what others think.

Tobacco. "Warning: The Surgeon General has determined that cigarette smoking is dangerous to your health." This notice appears on every pack of cigarettes in the U.S. Other tobacco products include cigars and pipe tobacco. This, too is a socially acceptable substance, as its manufacture, sale, and use is legal throughout the world. It does produce a habit, and can cause serious illness and death. It has the effect of calming a person.

Caffeine. The most common forms of caffeine are found in coffee, tea, and cola. When swallowed, it makes the person more alert.

*This material taken in part from Dade County Curriculum Bulletin 4D-LP-105).

ACTIVITY SHEET #7A

Fill in the blank spaces by answering the questions below.

1. _ _ S _
2. _ _ U _ _
3. B _ _ _
4. _ _ _ _ _ _ S
5. T _ _ _ _
6. _ _ _ A _ _ _
7. _ _ N _ _ _ _ _ _ _
8. _ _ C _ _ _ _
9. _ _ _ _ E _ _ _
10. _ _ _ _ _ _ _ _ _ _ S

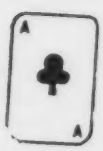
1. Alcohol is the _____ abused drug in the United States.
2. When a person uses too much alcohol, and becomes intoxicated, he is said to be _____.
3. Alcohol affects a person's emotions as well as his _____.
4. A product made from tobacco.
5. A person who uses alcohol may say and do things without worrying about what others _____.
6. Cigars, cigarettes, and pipe tobacco are made from _____.
7. Cigarette smoking is _____ to your health.
8. The most abused drug in the United States.
9. Most common forms of this drug are coffee, tea, and cola.
10. Most common form of tobacco.

ACTIVITY SHEET #7B

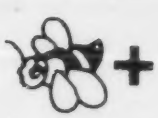
ALCOHOL

Read the following picture story about the effects of alcohol.

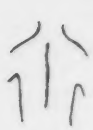
WHEN A DRINKS

A CHANGE TAKES pl+  N HIS

BODY. THE ACTION OF HIS SPEEDS UP.

HIS  COMES FLUSHED

+D . HE

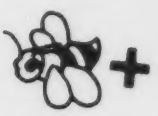
ABLE 2 SPEAK CLEARLY. THE 

This material taken in part from Dade County Curriculum Bulletin 4D-LP-105.

ACTIVITY SHEET #7B

ALCOHOL

OF THE CONTROLS A S



SENSE OF BALANCE + COME SMALLER.

OTHER PARTS OF THE

HAVE FEWER CELLS THAN THE NORMAL

+D MANY OF THE

CELLS

+ COME DAMAGED.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-105.

5th GRADE

PROGRAM GUIDE

APPENDIX

COMMUNICATION

Communication begins not with speaking, but with listening.

Listening means more than hearing words – it means hearing a person.

We need to facilitate communication and trust-building in classes and group situations.

It is not enough to listen unless you understand what you have heard, and it is of little use to understand unless you can communicate that understanding.

Communication can be nonverbal.

Effective communication is direct and honest.

This material excerpted from Wayne County Intermediate School District "DARTE"

Let's remember that it takes

both the white and black Keys of

the piano to play

"The Star Spangled Banner"

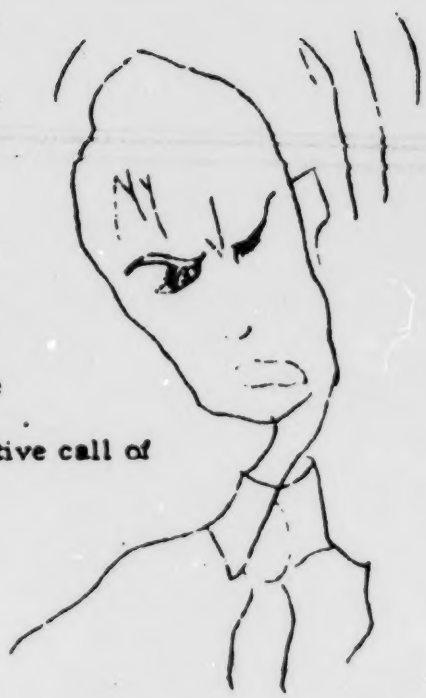
unKnown

APPENDIX #4

"THE WAY PEOPLE COMMUNICATE"

"THE WISE-CRACKER"

Harmless, never destructive. Always has a remark or story "that fits right in."



"THE HEAD-SHAKER"

Don't-think--it-will-possibly work. Closely identified with The Distractor. "We've-tried-this-before," is the distinguishing and repetitive call of this bird.

"THE SUPERICR BEING"

Identified by long beak which he looks down.

"THE WIDE-EYES ENTHUSIAST"

Common name "Eager- Beaver".

Agrees with everything and everybody.

"ALWAYS-VULNERABLE"

Everything is personal - defends self. Identified by call - "That's-what-I-meant, that's-what-I-meant."

"THE BELITTLER"

Hard to flush - always seeks a good cover. Gives acid edge to all remarks - criticizes every idea and everybody. "Back door bird."

"THE HAIRSPLITTER"

Hard to distinguish from Pigeon-holer. Can't function without definition and detailed cataloguing.

"THE BLOCKER"

Closely identified with HEAD-SHAKER BUT MORE DESTRUCTIVE. Has tried everything before. Not only questions but actually stops all action.

"THE DISTRACTOR"

Attention-seeker - cuts in with inconsequential items, whispers to those on right and left. Never sticks to subjects.

"THE SECRETIVE SMIRKER"

Hugging his opinion to himself.

Closely resembles the Rolltler

"THE TAT[illegible]ER"

Member of large family

Always just happens to know everything. Offers to help out and does interminably.

APPENDIX #4

EXPERIMENT IN COOPERATION: THE SQUARES GAME

PURPOSE:

1. To analyze certain aspects of cooperation in solving a group problem.
2. To sensitize participants to some of their own behaviors which may contribute toward or obstruct the solving of a group problem.

GROUP SIZE: Any number of groups of six participants each. There will be five participants and a group observer/judge.

TIME REQUIRED: Fifteen minutes for the exercise and fifteen minutes of processing.

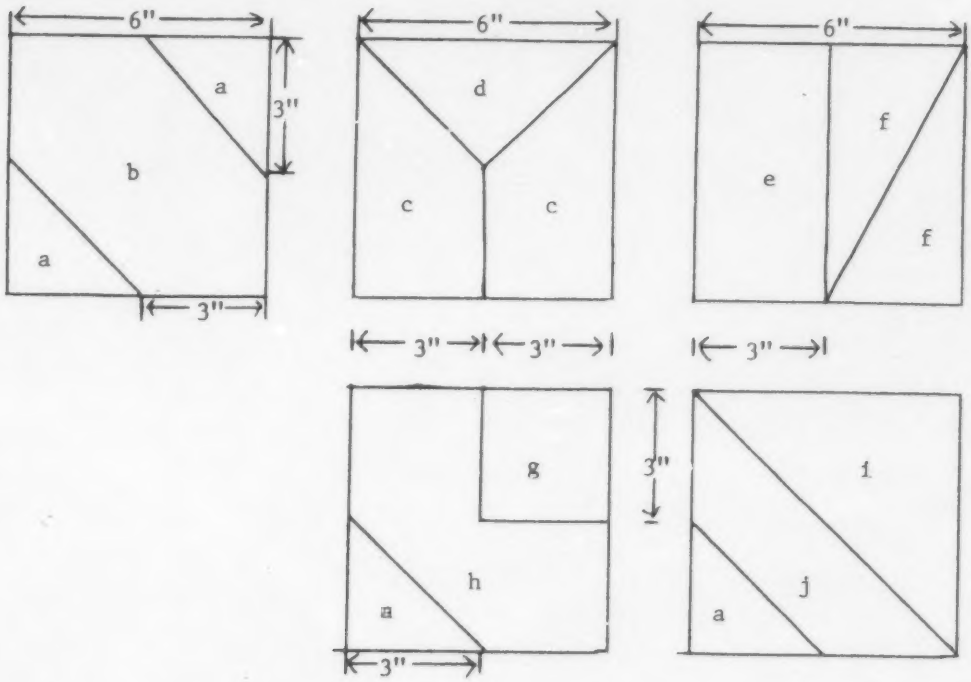
PROCEDURE:

1. Divide the entire group into small groups of six each.
2. Give the observer for each group a copy of his instructions.
3. Ask each group to distribute the envelopes from the packet they have been given, but the envelopes are to remain unopened until the signal to work is given.
4. The facilitator then reads the instructions to the groups, calling for questions to make sure all participants understand the rules for the exercise.
5. When all the groups have completed the task, the facilitator will lead the process discussion, focusing on feelings more than a relating of experiences and general observations. A report is solicited from the group observers. In conclusion of the processing, the facilitator may want the groups to relate the experience with their "back home" situations.

DIRECTIONS FOR MAKING A SET OF SQUARES

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of six participants.

To prepare a set, cut out five cardboard squares of equal size, approximately six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that they can later be erased.



The lines should be drawn so that, when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares, six by six inches.

After drawing lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the pieces into the five envelopes as follows:

Envelope A:	i, h, e	Envelope D:	d, f
Envelope B:	a, a, a, c	Envelope E:	g, b, f, c
Envelope C:	a, j		

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope when the group has completed the task.

INSTRUCTIONS TO THE GROUPS

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the teacher gives the signal to begin, your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by the others.

Here are some rules that you are to follow, exactly.

1. No member may speak.
2. Members may not ask other members for a piece or in any way signal that another person is to give him a piece.
3. Members may, however, give pieces to other members.

INSTRUCTIONS TO THE OBSERVER/JUDGE

OBSERVER: Your job is part observer and part judge. Make sure each participant observes the rules:

1. No talking, pointing, or any other kind of communication among the five people in your group.

2. Participants may give pieces to other participants but may not take pieces from other members.

3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.

4. It is permissible for a member to give away all his pieces, even if he has already formed a square.

As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?

2. Did anyone finish his puzzle and then somewhat forget he was part of a group?

3. Is there anyone who continually struggles with his pieces but yet is unwilling to give any or all of them away?

4. How many people are actively engaged in mentally putting the pieces together?

5. Who's pulling his hair out?

6. Was there one point when the group began to cooperate?

7. Did anyone try to violate the rules by talking, pointing, or taking pieces?

Excerpted from the Social Seminar Training Institute, NIMH Washington, D.C.

APPENDIX #5

ILLUSTRATIONS OF NONVERBAL COMMUNICATION

This material taken in part from Dade County Curriculum Bulletin 9L.

APPENDIX #6

TOWER BUILDING

Purpose

To examine the processes of group task handling communication and decision-making when they are done under the pressures of time and competition.

Setting

This exercise is appropriate for grade 3 and above. It calls for two 20-minute periods, and may be accomplished in a single class period.

Procedure

1. Divide the class into groups of seven and designate two observers for each.

2. Provide each group with the following materials (and nothing else):

   6 pieces of thin cardboard (size of newsprint)
   20 manila file folders
   1/4 ream each of several colors of art paper (size 8½ x 11)
   3 newspapers and 2 magazines (any size)
   1 ball of string; 1 box of paper clips; 1 role of masking tape
   1 roll of scotch tape; 2 pairs of scissors
   4 pieces of tissue wrapping paper

3. Describe the task (during the first 20 minute period): using only the materials provided, the task is to build a tower which best characterizes each group.

4. Announce the rules for building the towers:

   a. Tower must be free-standing.
   b. Time allowed for building will be exact; divided into two 20-minute periods, with a five minute warning signal, and a 30-second count-down at the end of each period. For each second taken over the time limit, a point is deducted from the score.
   c. Observers may not participate and must remain silent.
   d. Constructions will be judged by outside "architectural experts" (such as other teachers/students/principal).

5. Give a signal for the groups to begin tower-building; and give the appropriate warning signals in due course.

6. Have the judges, without asking questions of any members of the groups, establish a rank order of the constructions on the basis of originality, creativity, use of materials, and "the message" received.

7. During the second 20-minute period, have the observers for each group summarize the discussion and the action in their groups.

8. In the discussion that follows, raise these questions:

   a. What decision were made about tower design, and who made them?
   b. What other points of decision or crisis were encountered?
   c. Who exercised influence in each group?
   d. Who seemed to have no influence?
   e. How were human resources applied in each group?
   f. To what extent were alternatives explored before undertaking a particular task?
   g. To what extent did each group stay with a plan once adopted?
   h. What similarities and differences in the behavior of individual members were observed in this group in comparison with other groups?

This material from NTL Learning Resources Corporation, 1812 K Street, N.W., Suite 305, Washington, D.C. 20006.

APPENDIX #7

PROBLEM SOLVING PROCESS

People who deal most effectively with problems they encounter tend to be people who have learned and *internalized a PROBLEM-SOLVING PROCESS:*

PROBLEM ...	identify a problem - gather further information
UNDERSTAND AND CLARIFY ..	work with the problem to understand it fully, to know its dimensions, and to clarify it thoroughly
ALTERNATIVES ...	identify several ways of responding to the problem
CONSEQUENCES ...	look at each alternative to try to predict what would happen
ACTION PLAN ...	decide on the best course of action on the basis of the information and feelings that have been identified and analyzed.

How can we teach young children and older students these complex thinking and decision-making skills? How can we help them learn to put together the thinking and feeling aspects, the intellectual and emotional aspects, of themselves for effective decision-making? How can we help them learn how to help each other in positive and supportive peer group relationships?

Awareness-building and choice-making situations are useful. We also need to provide experiences and opportunities for children and young people to probe and examine both real and simulated problems, and to think through what they would do. "If I were faced with this problem, what would I do?"

ONE APPROACH: PROBLEM SITUATIONS

1. Pose a problem situation to a group - a problem story, a "trigger" film or filmstrip. Problems might reflect current social problems, a problem facing a person in a story or novel students are reading, a problem facing a scientist or mathematician. Whatever the problem, *it should be open-ended and real.*

2. Spend some time probing the problem - understanding its nature, clarifying its limits, gathering further information about it, and being sure that all in the group have a common understanding of the "facts" that are available.

3. Now, have them suggest various ways of dealing with or responding to the problem - possible "solutions." *BRAINSTORM - no suggestion should be disparaged, discarded, or even discussed at this point.* Without comment, write all of the suggestions in a series across the chalkboard. (Initially, it might be best to work with the entire group. As they gain skill in using the process, they can break into small groups to do this step. It is essential, though, to maintain the idea of *brainstorming - listing all possibilities without comment and judgment.* The sifting and judging comes later. Right now the stress is on the most creative thinking possible.)

4. Taking each of the alternative approaches in turn, ask group members to predict the consequences - predict what might happen if this approach was used. Write predictions underneath each of the approaches.

5. Now, ask each of them, individually, to write down what his personal decision would be - on the basis of the information he has and the thinking they have done together. How would he act, if faced with this problem?

NOTE: This need not, in fact should not, be a laborious, drawn-out exercise. Particularly at the beginning when you are really teaching a group a process this material should be paced smoothly and should involve a fascinating problem. After a group learns the process, they can set their own pace. But don't let them or you get bogged down in some phase of the activity.

6. *FURTHER PROBING AND VARIATIONS:*

Variation A: Ask students now to consider their individual decisions in light of the seven criteria elements of the valuing process. Ask each to number from 1 to 7 underneath the decision they have written down. Ask them to write down either "YES" or "NO" as you read the seven questions to them:

CHOOSING
1. Did you make this decision freely - without worrying about what others thought? (Write down YES or NO)
2. Did you consider alternatives - did you think about several ways of responding to the problem? (Write down YES or NO)
3. Did you consider consequences - what would happen - in relation to each of the alternatives? (YES or NO)

PRIZING
4. Are you happy with the choice? Do you prize it? (YES or NO)
5. Would you be willing to tell others about your decision? (YES or NO))

ACTING
6. Is this how you would really act? Would you really do this? (YES or NO)
7. Would this action be a pattern in your life? Would you act in a similar way repeatedly? (YES or NO)

If you can answer "YES" to six or more of these questions, your decision probably represents a value area in your life. If you can answer "YES" to fewer than 6 questions, you have an indication of your attitudes, interests, beliefs, and feelings, but your value commitments in these areas need further clarification.

Variation B: If students have had experience with "focusing", instead of the above process, you might want to ask them to move into FOCUS GROUPS of 3 to 4 people, and let a focus person in each group talk about the decision he made, what considerations were most important for him, and how he feels about his decision. (See GROUPING - FOCUS GROUPS)

ANOTHER APPROACH - FOLLOWING UP ON VALUES CONTINUUM

1. Pose a problem situation to a group. Have them list alternative responses on a VALUES CONTINUUM.

2. After a number of alternatives (at least 4 to 6 to move beyond EITHER-OR thinking) have been entered on the VALUES CONTINUUM (either at one time or perhaps over a few days so that students are challenged to think of new and appropriate responses), challenge them to turn their attention to consequences - to "what

might happen" if you chose and carried out each of these responses. (At least at first, it would probably be most useful to work with the total group, but as they get more skilled, small groups might be put together - each to work on identifying consequences of one alternative.)

3. After possible consequences of each alternative have been predicted, again ask each student to write down his decision - his action plan.

4. Students might probe their own thinking and feeling about decisions they have made in their VALUES JOURNALS.

EXAMPLES OF PROBLEM SITUATIONS

...You are a high school teacher. A student in your class tells you the names of four boys in the school who are using heroin. You don't know any of these boys well, but you are surprised that these particular boys are into heroin. As a teacher, what would you do?

...A fourteen-year old girl whom you don't know too well - usually you both just smile and say "hello" to each other - comes to you at school and says she has taken "acid" a couple of hours ago. She says she is feeling sick and she is frightened, though she looks pretty much like she normally does. She pleads with you not to tell anyone, she doesn't want to get "busted", but she needs your help. What would you do?

...A teacher has observed several students reacting and acting in a bizarre manner -- extreme hyperactivity, periods of withdrawal and depression, some surprisingly angry reactions considering the situations. Other students have reported to the teacher that these students are using drugs, but the students in question have not sought help from anybody. What should a concerned teacher do?

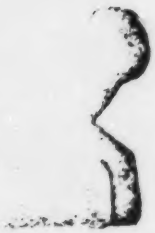
...Your parents have told you that you can have a party and invite about 20 friends, all under 18. Your parents have also indicated that they want no alcohol or drugs at the party, and you have agreed. The party is tomorrow night. Your father has an unexpected meeting and won't be home; your mother "trusts" you and your friends and will probably watch television most of the evening. Just today, one fellow you invited - a guy who is really popular and well-liked - told another fellow who is coming that he would bring the whiskey. What should you do?

WRITE YOUR OWN --

...

...

This material excerpted from Wayne County Intermediate School District "DARTE"



Encounters a problem.

Studies the problem.

Considers a variety of solutions.

Takes a good look at values. He must live with his decision.

Makes his decision.

Acts on his decision.

This material excerpted from Wayne County Intermediate School District "DARTE"

DECISION MAKING PROCESS

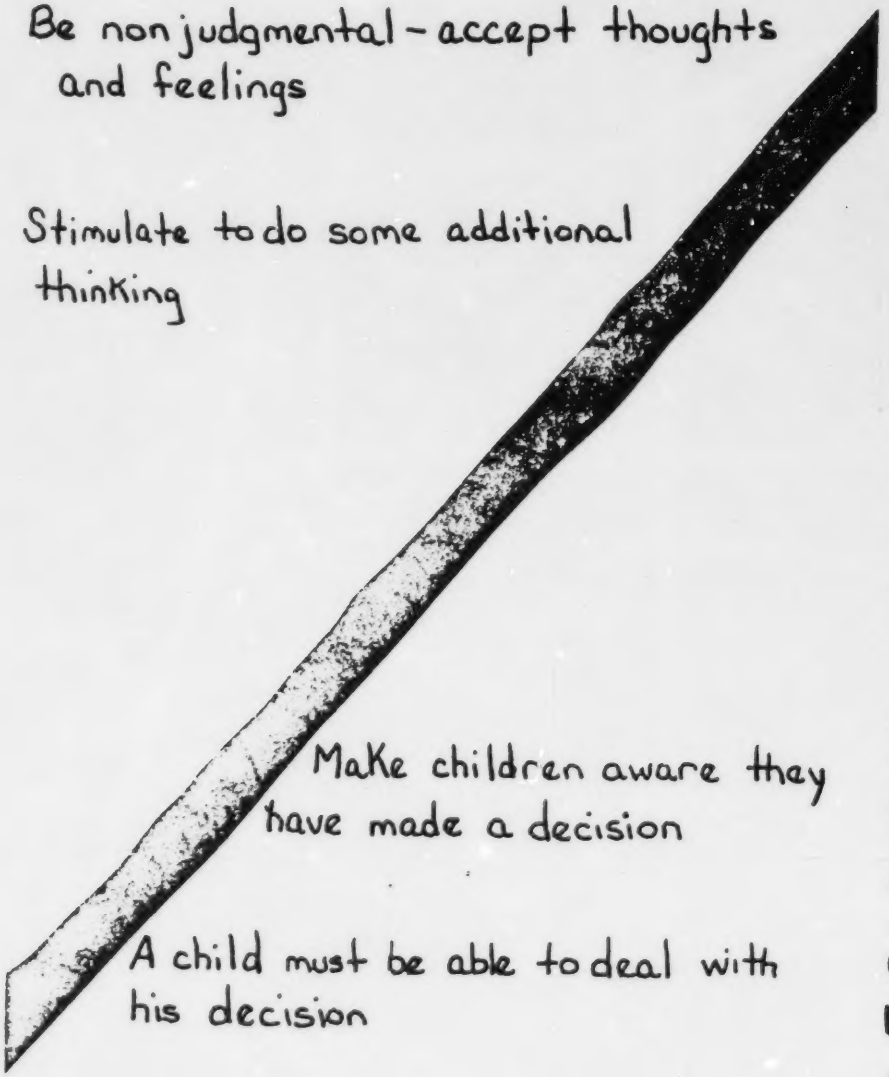
Inquiry is a necessary part of decision-making

Consider consequences

Decision making involves intellect as well as feelings

Be non judgmental - accept thoughts and feelings

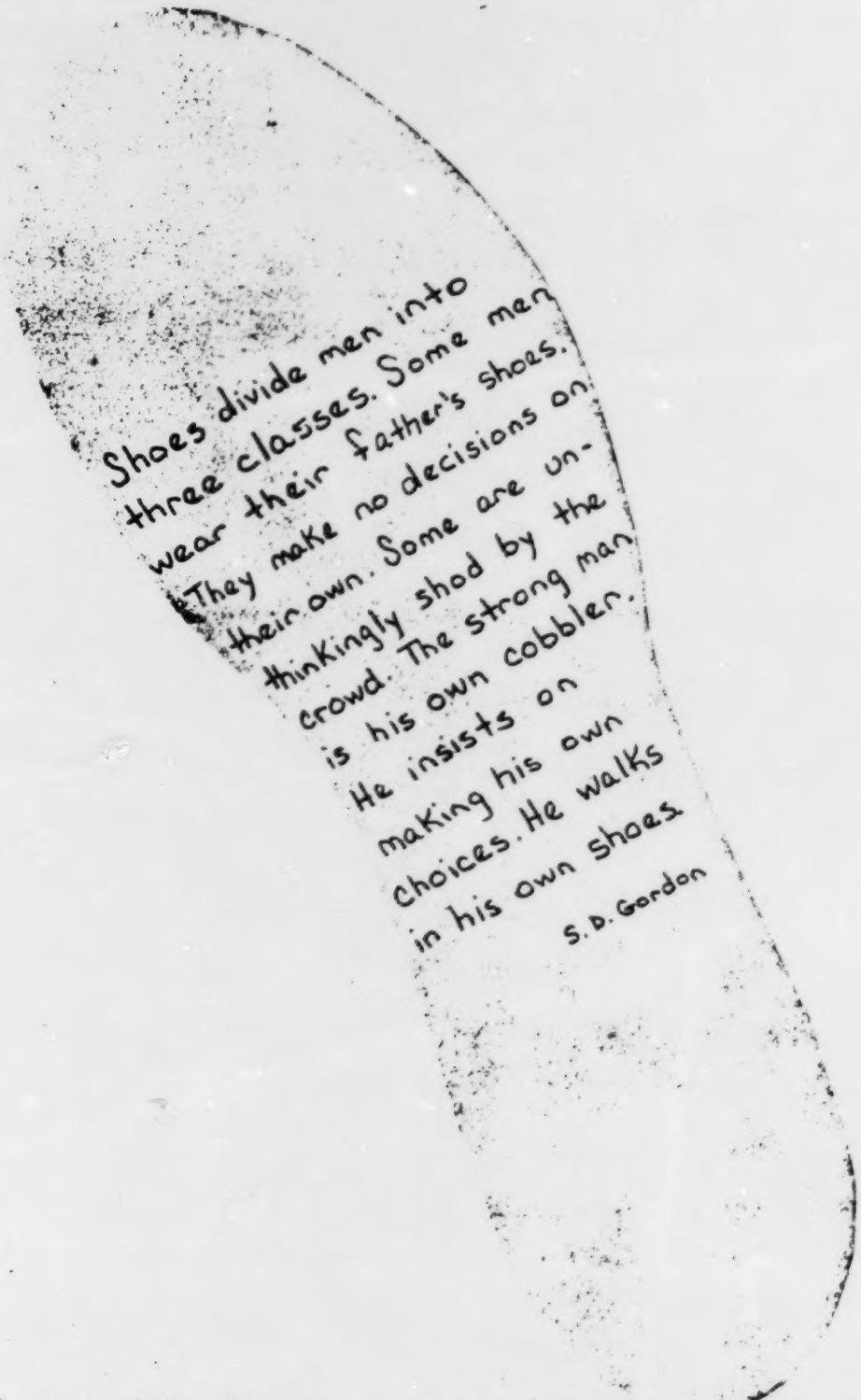
Stimulate to do some additional thinking



Make children aware they have made a decision

A child must be able to deal with his decision

APPENDIX #10



This material excerpted from Wayne County Intermediate School District "DARTE"

APPENDIX #11

VALUE CLARIFICATION SKILLS

Inquiry into values is an important part of the classroom investigation of human interaction.

Exploring consequences, that is, finding out whether a preferred alternative at a behavioral point leads toward a desired value or toward a negatively valued consequence.

Stimulate the person to do some additional thinking.

A person cannot take part in the valuing process without developing some values.

Values are inner forces which motivate behavior.

Values play an important role in a person's ability to make thoughtful decisions.

It's all right to have our own feelings and thoughts.

Consider from a variety of points of views, some notions such as fairness, trustworthiness, or justice.

Keep an "open minded" atmosphere in the classroom.

This material excerpted from Wayne County I...

It is not what he has, nor even what he does, which directly
worth or a man but what
Henri Frederic Amiel

6th GRADE PROGRAM GUIDE

For Your Information

This program guide completes Intermediate Elementary Substance Abuse Education. Drug abuse information is presented. However, the major focus of this unit, including the drug information presentations, is affectively based.

If you feel that students are deficient in the area of drug abuse information, refer to the fifth grade program guide.

It is to your advantage to read the entire program guide, including the study sheets and appendix items, and decide which materials are to be duplicated, and when.

FOCUS	OBJECTIVES	ACTIVITIES
Day #1	1. To provide initial experiences in self-awareness and personal growth.	1. Name Circle (10-15 minutes) Participants sit in a large circle. The leader begins by stating the name of the person seated to his right, followed by his own name. The person to his right repeats the leader's name, his own name, and adds the name of the person seated to his right. This process is repeated around the entire circle. 2. Self-Disclosure Triads (30-40 minutes) a. Supply your entire group with 3 x 5 cards and pencils. b. Break the large group into triads (groups of 3). c. Instruct each member to write down 5 to 7 things either about himself or what he likes to do. d. Have each triad member present and discuss his list with his own triad (allow 6-10 minutes for triads to learn about one another). e. Have triads reform into the large group. f. In the context of the large group, have triad members introduce one another (triad member 'A' introduces 'B', 'B' introduces 'C', 'C' introduces 'A').

FOCUS	OBJECTIVES	ACTIVITIES
Day #1 (Cont.)	2. To orient students to the means of instruction during the unit.	3. Provide students with copies of "I Am Me" (Kentucky Department of Mental Health). a. They are to be responsible for the material contained. b. They are to do a teacher approved project (group or individual) based on a concept/idea presented in the pamphlet. c. They will be tested on Day #15 on the material contained in the pamphlet (NOTE: test supplied--See Appendix #11).
Day #2	1. To provide an opportunity to learn more about self and others.	1. Values Clarification--Strategy #12, "Public Interviews", page 139. and/or 2. Values Clarification--Strategy #13, "The Interview Chain and the Interview Whip", page 158. and/or 3. Values Clarification--Strategy #14, "Group Interview", page 160.
	2. To orient students regarding kinds of experiences they will encounter.	4. In your own way, communicate to your students that this unit of study is to help them learn more about themselves and others; that they will work in areas of communication, decision making, and

FOCUS	OBJECTIVES	ACTIVITIES
Day #2 (Cont.)		values clarification. Take time to briefly explain each area, and answer any questions they might have.
Day #3 (Cont.)	1. To provide students with experiences enhancing communication skills.	1. Provide your students with a brief description of what communication is, types, (e.g., written, oral, pictoral, non-verbal), uses, and its importance in relations between people. (See Appendix #1 and #2). 2. Duplicate sufficient copies of Appendix #3 and provide each student with a copy. Spend sufficient time in discussing each of the communication models presented. 3. To illustrate some of the initial communication concepts presented, give students the "Three Minute Test," Appendix #4. Spend time discussing the need for good attending (listening) skills in relations between people.
Day #4	1. To provide students with experiences highlighting the fact that communication is an active process.	1. Present students with Study Sheets #1A, #1B, and #1C. 2. For each cartoon have the group answer the questions: a. What does the statement in the cartoon mean to you? b. Have you ever experienced what the cartoon is talking about.

FOCUS	OBJECTIVES	ACTIVITIES
Day #4 (Cont.)	2. To provide students with the experience of learning that people interpret communications (and behavior) from their *own perspective.*	c. What was your reaction to the experience? 3. Discuss Study Sheet #1D with class. 4. Provide students with Study Sheet #1E. Discuss each variation. 5. Write the following terms on the board: a. pot b. joint c. horse d. snow e. fix f. tracks g. STP h. works i. reds j. coke k. head l. acid m. lid n. 'monkey on your back' o. orange wedge p. roach Have students, for homework, write 2 sentences for five of the above, showing a variance in meaning.

FOCUS	OBJECTIVES	ACTIVITIES
Day #5	1. To review the sentences-- variance in meaning.	1. Review student's homework assignment. 2. <u>For Your Information</u>! Here is a list of the terms and the drug-related meanings. a. marijuana b. marijuana cigarette c. heroin d. cocaine e. to inject oneself with narcotics f. needle scars g. hallucinogen similar to LSD h. eqipment for injecting heroin i. barbiturates j. cocaine k. frequent user of drugs l. LSD m. a quantity of marijuana n. to be physically dependent o. LSD p. marijuana cigarette--the butt
	2. To continue the study of words and their relationship to the communicative processes.	3. Discuss with students a. Why do we have such a thing as dirty words? b. Why do you fear certain words? c. Do people kill each other over words? d. Should people kill each other over words?

FOCUS	OBJECTIVES	ACTIVITIES
Day #5 (Cont.)		e. Who knows most about how words work? Teachers? Advertisers? Politicians? f. Why do people pray? g. Why do people yell at each other? 4. Show film "Mightier Than The Sword"—Zenger and Freedom of the Press, (#1-10156). Discuss with class the statement, "The Pen is Mightier Than the Sword." Provide relevant examples, e.g., Ralph Nader, the Muckrakers, etc.
Day #6	1. To provide students with activities and exercises that identify and develop decision making and problem solving skills.	1. <u>For Your Information</u> People use a variety of ways to solve problems and reach decisions in their everyday lives. The following strategies and activities highlight several of those ways. It is important for students to actively participate. It is even more important, however, to discuss <u>how</u> decisions were reached or <u>how</u> problem situations were solved. (See Appendix #5, "Problem Solving Process".) The suggestions provided are only a frame of reference. You are encouraged to develop your own variations. (See Study Sheet #2 for student handout.)

FOCUS	OBJECTIVES	ACTIVITIES
Day #6 (Cont.)		2. Based on the "For Your Information" and appendix items provide students with a brief but thorough orientation regarding the problem-solving/decision making process. 3. To illustrate the concept, have students participate in the "Nasa Ranking. . ." Study Sheet #3A. (Answers--Study Sheet #3B)
Day #7	1. To provide students with a simulated problem solving experience.	1. Provide students with copies of Study Sheet #4. 2. Read and discuss questions, especially #6 and #7. 3. Discuss, in small groups, the following: a. What do you worry about most? b. What are the causes of your worries? c. Can any of your worries be eliminated? d. Which of them might you deal with first? How do you decide? e. Are ther other people with the same problems? How do you know? How can you find out?
	2. To provide students with information regarding the consequences of using/ abusing barbiturates and tranquilizers.	4. Provide students with copies of Study Sheet #5. Assign as in class or home-work assignment.

FOCUS	OBJECTIVES	ACTIVITIES
Day #8	1. To review Study Sheet #5.	1. Discuss implications of misusing prescription drugs. 2. Answers are: a. habit b. sleep c. water d. pills e. groggy f. doctor g. hospital h. died i. overdose
	2. a. Provide students information regarding the 'social' consequences of using marijuana. b. To provide a practical problem solving situation.	3. Provide students with copies of Study Sheet #6. 4. Read, in small groups, and arrive at conclusion. 5. Discuss <u>how</u> these conclusions were reached.
	3. To provide related discussion topics--dealing with both drugs and decision making.	6. <u>For Kids and Other People Who Care</u> Afraid--pages 23, 25, 27 Loneliness--page 69, 73, 79, 83 Disappointment--pages 27, 29, 33, 35, 37, 41 Pride--pages 65, 69, 71

FOCUS	OBJECTIVES	ACTIVITIES
Day #9	1. To provide information relating to volatiles.	1. Provide students with Study Sheet #7. 2. Spend sufficient time reading and highlighting the apparent consequences of abusing volatiles. 3. You might want to break class into small groups to answer questions.
	2. To introduce students to the problem-solving technique of brainstorming.	4. Values Clarification--Strategy #25, "Brainstorming", page 204.
Day #10	1. To conclude experiences relating to decision making.	1. Values Clarification--Strategy #49, "Cave In", page 287. 2. Upon completing the activity above, use Appendix #6, and #7 as the basis for dealing with the fact that decision making and problem solving is a process.
	2. To provide information relating to hallucinogens.	3. Duplicate and distribute copies of Study Sheet #8. Assign as homework or appropriate in-class activity.
Day #11	1. To provide students with activities and experiences in value clarification.	1. Hold a brief discussion with class about values and values clarification, for your reference, see "Values Clarification", pages 13 to 22. To assist in your class discussion, refer to Appendix #8 and #9, "Values Clarification Skills."

FOCUS	OBJECTIVES	ACTIVITIES
Day #11 (Cont.)		2. For purposes of introducing the concept, have students answer the following questions: a. If you had the coolest car in the town you live in, what would you act like? b. If I could pick any two people to be my parents, I would pick. . . Tell why. c. What bothers you most about adults? Why? d. How do you want to be similar to or different from adults you know when you become an adult? e. What do you think of your brothers and sisters?
	2. To provide students with a simulated experience dealing with the consequences of drug abuse.	3. Duplicate and distribute Study Sheet #9. 4. In discussing story and questions, focus on the consequences of behavior and the values associated with that behavior.
Day #12	1. To provide students with a value clarification experience.	1. Appendix #10 provides 50 unfinished sentences. Group the statements, based on your class, into 5 groups of 10 statements each. 2. Divide your class into 5 groups and provide each group with an appropriate group of statements.

FOCUS	OBJECTIVES	ACTIVITIES
Day #12 (Cont.)		3. Have students answer statements in a small group where informal interaction can take place. 4. Have small group members share their answers with each other. Have volunteers share their answers with entire class.
	2. To provide students with drug information with a values related focus.	5. Present and discuss Study Sheet #10. 6. Answer questions and focus on students' answers as statements indicating their values.
Day #13	1. To culminate the values clarification process. 2. To provide students with information regarding the consequences of abusing drugs.	1. Values Clarification--Strategy #57, "Two Ideal Days", page 314. 2. Provide students with Study Sheet #11. 3. Read and discuss the questions presented. 4. View the film Verdict at 1:32 (#1-13544) (Optional) When you have finished watching the film discuss the following questions with the pupils in your class. a. Do you think that the two alcoholic drinks had any effect on the girl? If so, what effect?

FOCUS	OBJECTIVES	ACTIVITIES
Day #13 (Cont.)		b. Did these two drinks help to cause the accident? How? c. What did the sports car experiment c. prove? d. What did the doctor say about the immediate effects of alcohol? e. What did he say about the long-term effects of heavy drinking? This material taken in part from Dade County Curriculum Bulletin 4D-LP-10.
Day #14	1. To review the concepts/ideas presented in "I Am Me."	1. Review the major ideas presented in the pamphlet, "I Am Me." 2. In doing so, have students present and discuss the projects chosen and approved.
Day #15	1. Evaluation.	1. Test students on concepts presented in "I Am Me". (See Appendix #11, "Assessment".)

6th GRADE

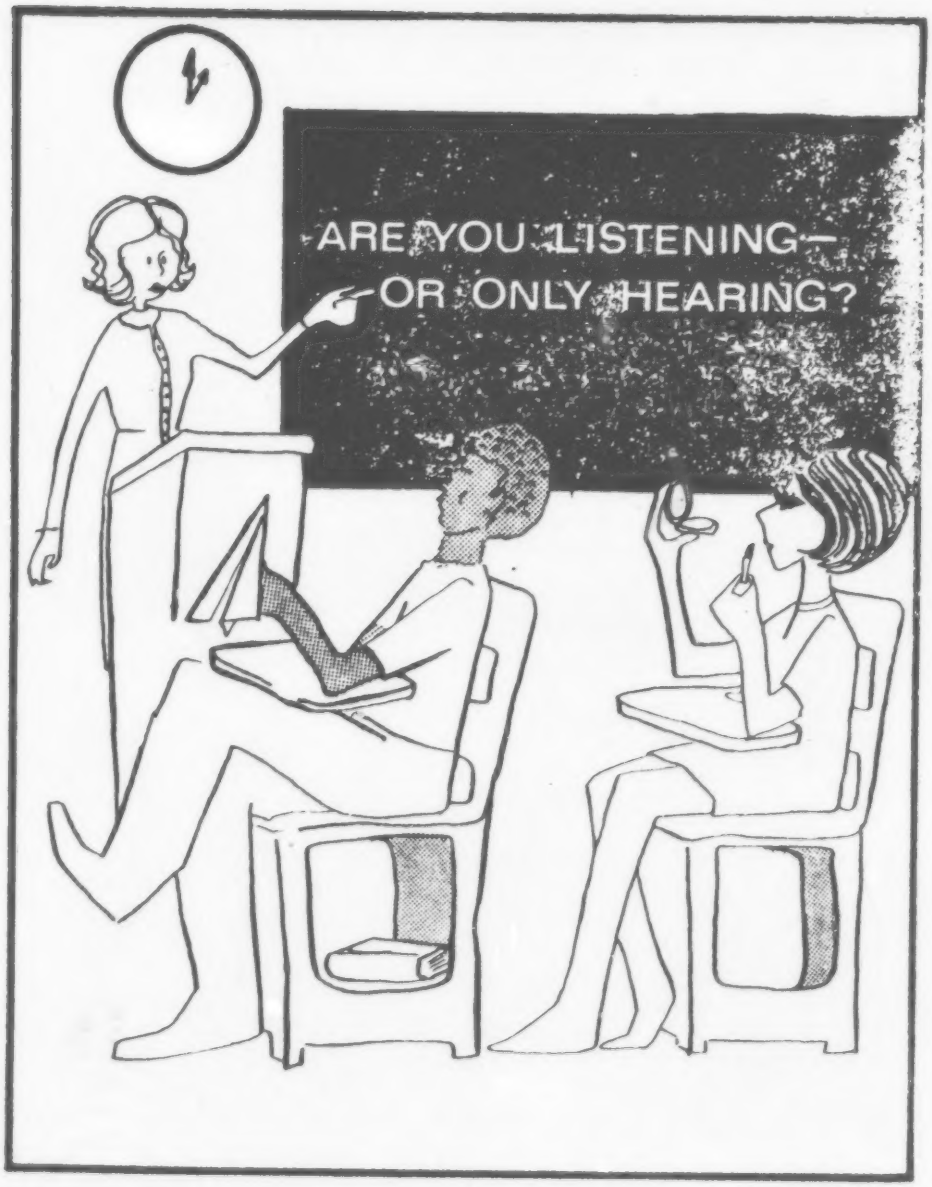
PROGRAM GUIDE

STUDY SHEETS

STUDY SHEET #1A

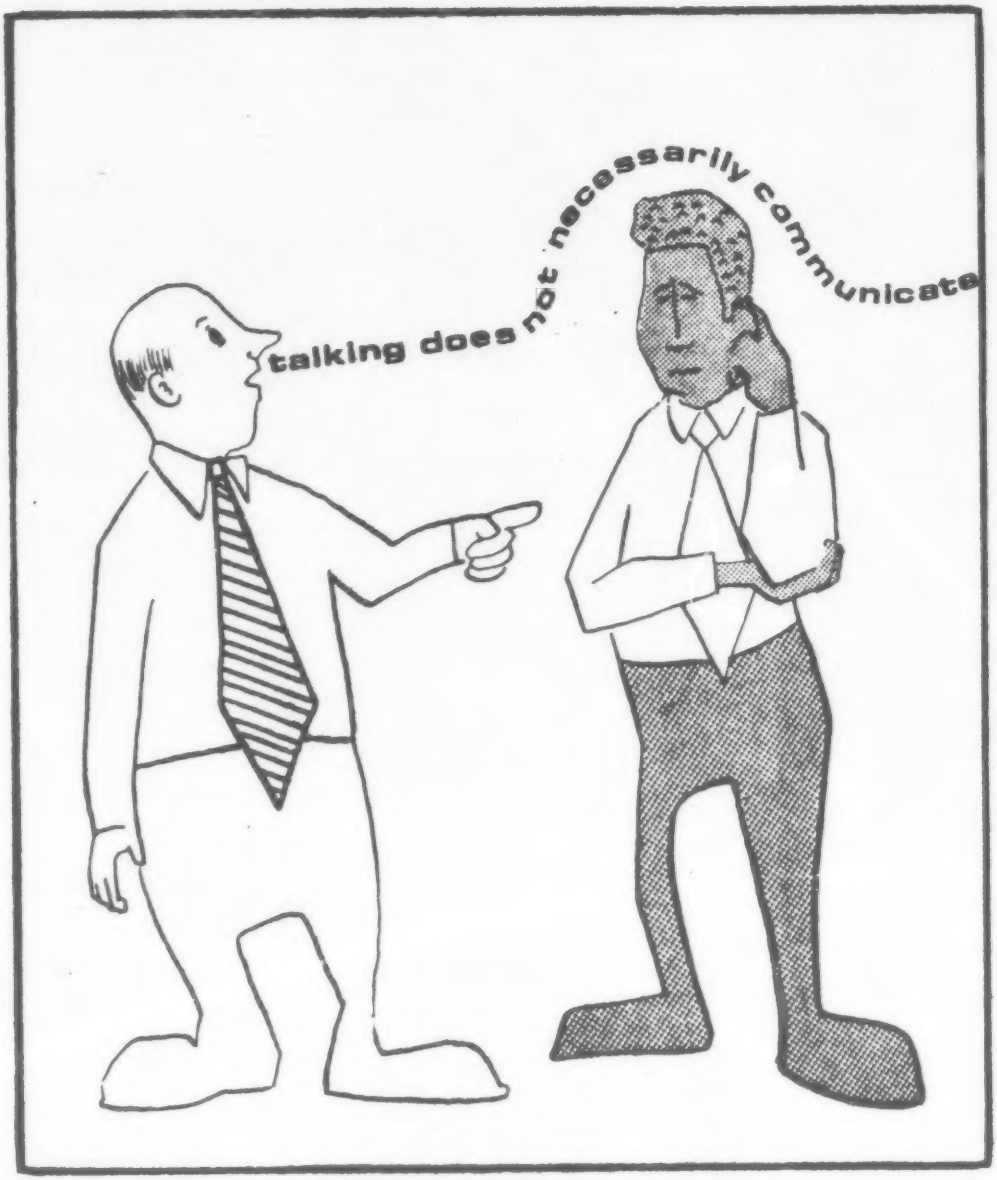
This material taken in part from Dade County Curriculum Bulletin 9L.

STUDY SHEET #1B



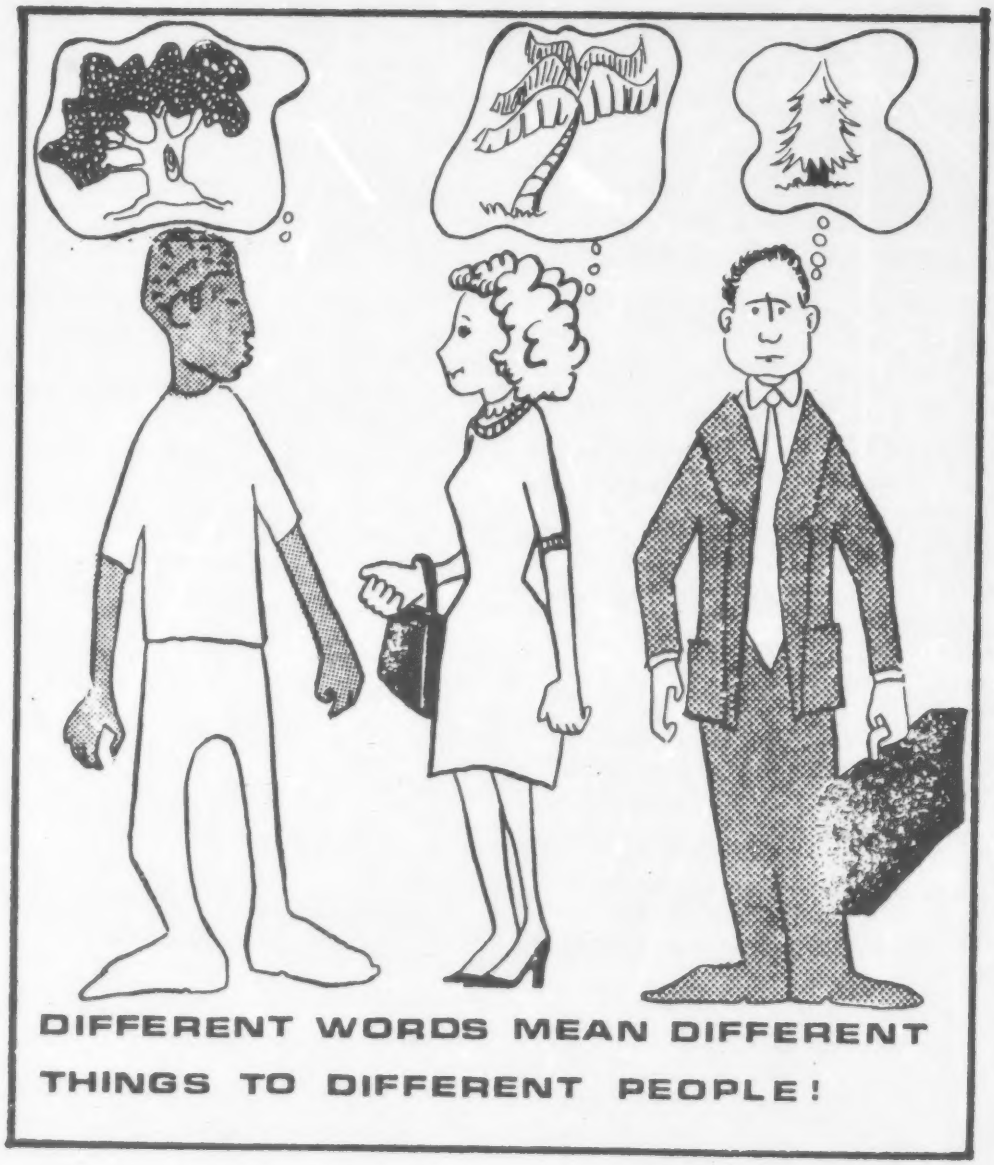
This material taken in part from Dade County Curriculum Bulletin 9L.

STUDY SHEET #1C



This material taken in part from Dade County Curriculum Bulletin 9L.

STUDY SHEET #1D



This material taken in part from Dade County Curriculum Bulletin 9L.

STUDY SHEET #1E

VARIANCE IN MEANING

Many words in the English language vary in meaning according to the profession, age, or home of the speaker. Interpret the following sentences as the people given below would understand them. Write complete sentences for your interpretations. (Sample answers are in parenthese.)

1. Hang five.

   a. lynch mob (Hang five men.)
   b. surfer (Stand on the end of the surf board, with five toes over the edge.)
   c. washerwoman (Hang five pieces of laundry on the clothesline.)

2. Watch the bridge.

   a. engineer (Watch the bridge over the river.)
   b. dentist (Watch the dental bridge in the patient's mouth.)
   c. sailor (Watch the captain's bridge on the ship.)

3. The carriage is broken.

   a. secretary (The typewriter carriage is broken.)
   b. footman (The horse-drawn carriage is broken.)
   c. nursemaid (The baby's carriage is broken.)

4. It's light.

   a. camper (Daylight is here.)
   b. weight-lifter (The weight is not heavy.)
   c. baker (The dough is airy.)

5. My wheels are gone.

   a. teen-ager (My car is gone.)
   b. clock repairman (The clock wheels are gone.)
   c. auto mechanic (The wheels for the car are gone.)

This material taken in part from Dade County Curriculum Bulletin 9L.

STUDY SHEET #2

Encounters a problem.

Studies the problem.

Considers a variety of solutions.

Takes a good look at values. He must live with his decision.

Makes his decision.

Acts on his decision.

This material excerpted from Wayne County Intermediate School District "DARTE".

STUDY SHEET #3A

NASA RANKING OF SURVIVAL ITEMS

Instructions:

You are a member of a space crew originally scheduled to rendezvous at a point on the moon. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available mush be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 caliber pistols

____ One case dehydrated Pet Milk

____ Two 100 lb. tanks of oxygen

____ Stellar map (of the moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First-aid kit containing injection needles

____ Solia-powered FM receiver-transmitter

Permission to duplicate the NASA decision-making exercises (Study Sheets No. 3A and 3B) for educational purposes is given in the Handbook of Structured Experiences for Human Relations Training, Vol. 1, by J. Wm. Pfeiffer and John E. Jones. (Iowa City: University Associates Press.)

STUDY SHEET #3B

CORRECT RANKING OF SURVIVAL ITEMS

NASA officially ranked the 15 items in terms of importance as follows:

1	Two 100 lb. tanks of oxygen	9	Life raft
2	5 gallons of water	10	Signal flares
3	Stellar map (of the moon's constellation)	11	Two .45 caliber pistols
4	Food concentrate	12	One case dehydrated Pet Milk
5	Solar-powered FM receiver-transmitter	13	Portable heating unit
6	50 feet of nylon rope	14	Magnetic compass
7	First aid kit containing injection needles	15	Box of matches
8	Parachute silk		

Permission to duplicate the NASA decision-making exercises (Study Sheets No. 3A and 3B) for educational purposes is given in the Handbook of Structured Experiences for Human Relations Training, Vol. 1, by J. Wm. Pfeiffer and John E. Jones. (Iowa City: University Associates Press.)

STUDY SHEET #4

AMPHETAMINES

Read the story below. With some members of your class, talk about and answer the questions at the end of the story. Give reasons for your answers.

Fred and his neighbors went to the Keys for a weekend of fishing, swimming, and boating. Saturday and Sunday were warm and sunny, just the right weather for fun at the beach. Everyone was sorry when five o'clock came because they knew it was time to get ready to go home. By six o'clock everything was packed and everybody was ready to start for home. When they had been driving about forty-five minutes, everyone heard a strange noise. They listened carefully while Mr. Mann slowed the car down and pulled off the road. S-S-S-S. You guessed it! The back tire was going flat. Poor Mr. Mann! He was already tired, and now a flat tire. He got out of the car and began taking all the camping and gear out of the trunk of the car. He finally found the jack and tire tools, but to his surprise he found that the extra tire was as flat as the other one. You can imagine the look on his face! Mrs. Mann, Fred, and his friends sat in the car while Mr. Mann rolled the flat extra tire to town. They waited and waited and waited.

About 8:30 p.m. a service station truck drove up with the station manager, Mr. Mann, and a good tire. They took the flat tire off and put the good tire on the car. Mr. Mann paid the man and thanked him. The man got into his truck and drove back to town.

By this time Mr. Mann was feeling sad and depressed, as well as very tired. Mrs. Mann gave him two of the amphetamine pills her doctor had given her when she needed to lose weight. Mr. Mann took them, and once again they were on their way home.

Fred and his friends fell asleep in the back seat. They were suddenly awakened when the car swerved, jerked, and stopped. Somehow the car ended up in a ditch, and Mr. Mann was saying something about a car almost hitting them.

Questions:

1. Mrs. Mann should not have given Mr. Mann the pills her doctor gave her. Why?

2. Should Mr. Mann have taken those pills? Why?

3. Why should a person not drive after he takes amphetamines?

4. Why do you think the car ended up in a ditch?

5. Would you feel safe if you were riding in a car driven by a person who has been using amphetamines? Why or why not?

6. If you were asked to go on another trip with Mr. Mann, would you go?

7. Could you tell your parents about this experience? All of it or part of it? Why or why not?

This material taken in part from Dade County Curriculum Bulletin 4D-LP-55.

STUDY SHEET #5

BARBITURATES AND TRANQUILIZERS

Read the following story. Write the letters a to i on your own paper. From the list of words below, choose the correct word or words and write the term next to the appropriate letter.

hospital	water
pills	groggy
overdose	died
habit	doctor
sleep	

Tammy was a beautiful movie star who was in the (a) of taking barbiturates to help her go to (b) at night. One night she went into her bedroom and began to read. About nine o'clock she went to the kitchen to get a glass of (c). She carried her glass back to her room and took two of her sleeping (d). Then she be[illegible] read again. Soon [illegible]e felt sleepy, so she turned out the light and went to bed. She did not sleep soundly, and while she was drowsy, she rolled over and reached for her pills. She was so (e) from the effects of the first pills that she did not know what she was doing. She took more pills than she had intended to take. When Tammy's roommate got in from a date, she found the empty bottle of pills and quickly called the (f), who rushed Tammy to the (g). Tammy had a "close call." She could have (h) from an (i) of barbiturates.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-65.

STUDY SHEET #6

MARIJUANA

1. The Situation:

Bill and Marty have been friends throughout elementary school. Now that they are in the sixth grade, they feel grown-up. A ninth-grade student gives Bill a marijuana cigarette. If you were Bill, what do you think you would do?

(Select the statement you think is best. You may wish to choose more than one statement or to write an answer of your own.)

a. Report the situation to the police.
b. Tell your parents.
c. Throw the cigarette away and tell no one.
d. Smoke marijuana by yourself.
e. Share the cigarette with Marty.
f. (Write your own answer.)

Explain to the group the reasons for your answer.

2. The Situation:

Mary is trying to discourage her friend Alice from trying marijuana. If you were Mary, what would you tell Alice?

(Select the statement you think is best. You may wish to choose more than one statement or to write an answer of your own.)

a. Marijuana is habit-forming.
b. Marijuana leads to the use of other drugs.
c. Marijuana might be dangerous.
d. Marijuana is more harmful than tobacco.
e. Marijuana is unpredictable and can be dangerous.
f. Scientists do not know all there is to know about marijuana.
g. Marijuana is a powerful drug.
h. (Write your own answer.)

Explain to the group the reasons for your answer.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-25.

STUDY SHEET #7

VOLATILES

Read the story below. With your class, act out the story and talk about the questions that follow.

Fred had a bad day at school. He was walking home when he saw two boys in his class, John and Ray. They ran up to him and said, "Hey, Fred, come on! Let's have some fun."

Fred stopped and thought for a moment. Then he followed his friends into an empty lot which was full of weeds. In the back of the lot was a hut made out of old wooden boxes. Next to the shack were several empty glue tubes and several plastic bags. John and Ray sat down on the ground next to the hut. Then they pulled out several tubes of glue and three plastic bags. They asked Fred to sit down. Fred said, "No, thanks," and started to leave.

John called Fred a "chicken." Ray joined in with, "You're a scaredy cat." Fred stood there for a moment and thought about all he had heard about the dangers of sniffing--how you could get sick, pass out, or even die.

Ray broke the silence when he said, "Come on, Fred. One time won't hurt you. Put some of the glue into one of the plastic bags and sniff it. You'll feel great."

Fred stood there a moment longer and then squeezed some glue into the bag and put it up to his face. He began to breathe deeply. The last thing Fred remembered doing was taking another bag from Ray. Ray then gave him another and still another bag to sniff.

When Fred passed out, the other two boys ran away. A neighbor who saw the boys go into the empty lot thought they were acting strangely and called the police. If it had not been for the neighbor's call, Fred might have died from lack of air. The police saved his life by rushing him to the hospital. The next morning Fred woke up in the hospital, not knowing where he was or what had happened to him.

Questions

1. What did Fred's two friends mean by "let's have some fun"?
2. Why did the boys go to an empty lot to sniff glue?
3. What made Fred stop and think before sniffing the glue?
4. Why did Fred sniff the glue?
5. Why did the two boys run away?
6. Do you think the neighbor should have called the police?

7. Do you think Fred will sniff glue again?

8. What do you do when you have a "bad day" at school?

9. Have you ever been called "chicken" or "scaredy cat"? How have you reacted? Have you ever called anybody "chicken"?

10. What can you do when you don't want to do things your "friends" want you to?

This material taken in part from Dade County Curriculum Bulletin 4D-LP-35.

STUDY SHEET #8

LSD

Activities

All written answers to the activities should be kept in your notebook. Write the number (and letter if needed) for each answer.

Place a sheet of paper over the puzzle and trace it. The following words can be found in the puzzle.

DRUG	LSD	VIOLENT
POWERFUL	PANIC	CANCER
DANGEROUS	PENALTY	

Find these words and circle them. The words go across, down, and diagonally. For example, the word drug is written diagonally in the puzzle.

P	O	W	E	R	F	U	L
E	A	R	P	Q	S	G	D
N	L	I	B	T	U	S	A
A	S	N	V	R	M	L	N
L	D	R	D	O	P	T	G
T	N	M	O	P	N	W	E
Y	P	U	S	E	X	Y	R
F	A	R	L	C	Q	P	O
S	N	O	G	L	M	N	U
U	I	Z	P	Q	R	S	S
V	C	A	N	C	E	R	W

This material taken in part from Dade County Curriculum Bulletin 4D-LP-45.

STUDY SHEET #9

VOLATILES

Read the story below. In a small group, discuss the ways that sniffing volatiles caused problems in this community.

I am twelve years old. I am in the sixth grade. Most of my friends are older and go to the junior high school. I like to go out with my friends because we have a good time.

Last week we were at our usal hangout when my best friend took some glue out of his pocket. He said we would really have some fun if we sniffed it. We used all the glue and decided we needed some more. No one had any money. Since I was the youngest, they made me go to the drugstore to steal a couple of tubes. They stood outside the store while I went inside.

I walked around the store. I was scared and wanted to run away. If I stole the glue, I might get caught. If I didn't steal the glue, my friends would get me. I walked around the counter to see if they were still outside. They were. I wanted to run away. I walked slowly back to the glue counter. The glue was near the edge of the counter, so I quickly took three tubes and put them into my pocket. I hurried out of the store and, without looking, dashed across the street. My friends followed. As we ran across the street, I heard a car's brakes screeching; then I heard a loud crash. Two cars had run into each other. I didn't stop running long enough to find out if anyone was hurt.

That night I didn't sleep at all. I was too tired to get up on time the next morning. I was late to school and couldn't stay awake in class.

Questions:

1. Do you think that having older friends makes for a good time? Why or why not?

2. Do you do things because the rest of your friends do them? Can you give an example of how you did not?

3. Would you do something you knew was "wrong" because your friends wanted you to? Why or why not?

4. If you did something you knew was "wrong" what would you do about it?

5. Problem: Your working for someone, and while doing something, you accidently break a window. The person you work for would never know you broke it. In order 1-2-3, tell what you would do. . .

   ____ Tell the person you broke the window.
   ____ Go home and talk it over with someone
   ____ Not tell anyone.

This material taken in part from Dade County Curriculum Bulletin 4D-LP-35.

STUDY SHEET #10

NARCOTICS

Read the story below. With some members of your class, talk about the story and answer the questions.

George was twelve years old and in the seventh grade. He had begun sniffing heroin during the summer. He used the money he had saved from cutting lawns to pay for the drug. The heroin cost $3.00 to $5.00 a day. Before long all his savings were gone, and George was developing a tolerance for the drug. As his need for the drug increased, George began giving himself a shot of heroin under his skin. He now had to find a way to get $12.00 to $15.00 a day to buy the drug.

George began stealing money from his mother's purse. When he could not get enough money this way, he began stealing his friends' lunch money. George's need for heroin was increasing each day. Within a month George was giving himself shots of heroin in the veins. He was now spending $20.00 to $35.00 a day on the drug. He could not get enough money to buy the drug, so he turned to other crimes. He began breaking into houses, stealing from stores, and stealing cars. George was always afraid of being caught and sent to prison.

He lost all of his friends and ran away from home because he wanted to be close to the man who illegally sold heroin. He moved in with a group of people who were also heroin addicts. They shared their food, slept on the floor, gave each other shots, and even shared the needles they used to give the shots.

George hadn't lived there long when he got a bad infection--HEPATITIS. He got sicker and sicker. Finally he became so sick that his friends thought that George was going to die. They were afraid. They talked about what they should do with George. They finally decided to borrow a car and take him to another part of town. That night they carried George to the car and drove to the other side of town. They left him on the steps of an apartment house.

An old lady saw George lying on the steps and quickly called the police. When the policeman came, he could see that the boy was very sick. He rushed him to the nearest hospital.

Two months later George was ready to leave the hospital. He no longer had hepatitis and had suffered the pains of withdrawal illness. He no longer had a physical addiction to heroin, but he still thought he had to have heroin again. Yes! He was still psychologically addicted to the drug.

His first day out of the hospital proved to be a costly one. George had forgotten that his body no longer had a tolerance for the drug. When he took a large dose, he felt very sick and passed out. George died that day. He died from an overdose of heroin.

Questions:

1. What did George's addiction to heroin lead him to do?
2. What three kinds of illnesses did George have?
3. How did George get hepatitis?
4. Why did George die of an overdose?
5. What would you have advised George to do about his problem?
6. How do you think George might have gotten involved with drugs?

This material taken in part from Dade County Curriculum Bulletin 4D-LP-75.

STUDY SHEET #11

AMPHETAMINES

Read the story below. In a group discussion, talk about what you think is happening to Mary's neighbor. Give reasons for your answers.

Mary's neighbor works at a store near her house. When she comes home in the evening, she sometimes feels tired and depressed. She takes one or two of the capsules that her doctor gave her six months ago when she was trying to lose weight. They help her feel better, and she is able to have a good time with her family. After she puts the children to bed and the house is quiet, she takes two other pills that her doctor gave her three months ago to quiet her nerves. She takes these pills so that she can go to sleep.

Questions:

1. What is happening to Mary's neighbor?

2. Is Mary's neighbor abusing drugs? How?

3. Is it dangerous to take all these drugs? Why?

4. Does Mary's neighbor need all these drugs? Why or why not?

5. What other things could Mary's neighbor do to have a good time with her family, sleep, and feel good?

6. Are the 3 things in #5 Mary's neighbor's problem, or are drugs? What is the reason for your answer?

This material taken in part from Dade County Curriculum Bulletin 4D-LP-55.

6th GRADE

PROGRAM GUIDE

APPENDIX

COMMUNICATION

Communication begins not with speaking, but with listening.

Listening means more than hearing words – it means hearing a person.

We need to facilitate communication and trust-building in classes and group situations.

It is not enough to listen unless you understand what you have heard, and it is of little use to understand unless you can communicate that understanding.

Communication can be nonverbal.

Effective communication is direct and honest.

This material excerpted from Wayne County Intermediate School District "DARTE".

Let's remember that it takes

both the white and black Keys of

the piano to play

"The Star Spangled Banner"

unKnown

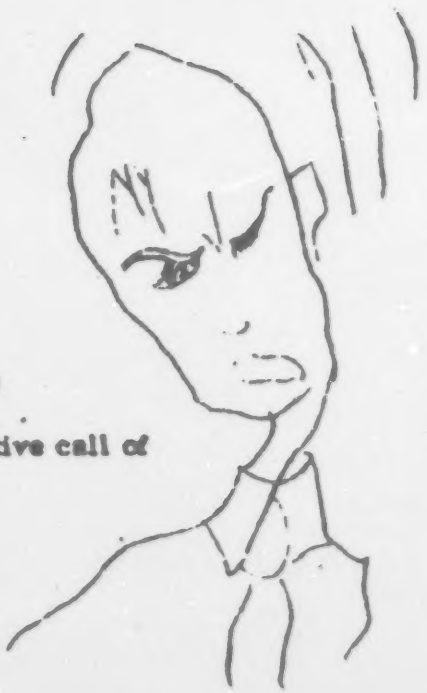
This material excerpted from Wayne County Intermediate School District "DARTE".

APPENDIX #3

THE WAY PEOPLE COMMUNICATE

"THE WISE-CRACKER"

Harmless, never destructive. Always has a remark or story "that fits right in."



"THE HEAD-SHAKER"

Don't-think--it-will-possibly work. Closely identified with The Distractor. "We've-tried-this-before," is the distinguishing and repetitive call of this bird.

"THE SUPERICR BEING"

Identified by long beak which he looks down.

"THE WIDE-EYES ENTHUSIAST"

Common name "Eager- Beaver".

Agrees with everything and everybody.

"ALWAYS-VULNERABLE"

Everything is personal - defends ;elf. Identified by call - "That's-what-I-meant, that's-what-I-meant."

"THE BELITTLER"

Hard to flush - always seeks a good cover. Gives acid edge to all remarks - criticizes every idea and everybody. "Back door bird."

"THE HAIRSPLITTER"

Hard to distinguish from Pigeon-holer. Can't function without definition and detailed cataloguing.

"THE BLOCKER"

Closely identified with HEAD-SHAKER BUT MORE DESTRUCTIVE. Has tried everything before. Not only questions but actually stops all action.

"THE DISTRACTOR"

Attention-seeker - cuts in with inconsequential items, whispers to those on right and left. Never sticks to subjects.

"THE TALKER

Member of large family. Always just happens to know everything. Offers to help out and does interminably.

"THE SECRETIVE SMIRKER"

Hugging his opinion to himself.

Closely resembles the Politico

APPENDIX #4

THREE-MINUTE TEST

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out "I have."
16. One the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch 3 small holes in your paper with your pencil point here. . .
20. If you are the first person to get this far, call out loudly, "I am the leader in following directions."
21. Underline all even numbers on the left side of this page.
22. Now that you have finished reading carefully, do only sentences one and two.

This material from NTL Learning Resources Corporation. 1812 K Street, N.W., Suite 305, Washington, D.C. 20006.

APPENDIX #5

PROBLEM SOLVING PROCESS

People who deal most effectively with problems they encounter tend to be people who have learned and *internalized a PROBLEM-SOLVING PROCESS:*

PROBLEM ...	identify a problem - gather further information
UNDERSTAND AND CLARIFY ..	work with the problem to understand it fully, to know its dimensions, and to clarify it thoroughly
ALTERNATIVES ...	identify several ways of responding to the problem
CONSEQUENCES	look at each alternative to try to predict what would happen
ACTION PLAN ...	decide on the best course of action on the basis of the information and feelings that have been identified and analyzed.

How can we teach young children and older students these complex thinking and decision-making skills? How can we help them learn to put together the thinking and feeling aspects, the intellectual and emotional aspects, of themselves for effective decision-making? How can we help them learn how to help each other in positive and supportive peer group relationships?

Awareness-building and choice-making situations are useful. We also need to provide experiences and opportunities for children and young people to probe and examine both real and simulated problems, and to think through what they would do. "If I were faced with this problem, what would I do?"

ONE APPROACH: PROBLEM SITUATIONS

1. Pose a problem situation to a group - a problem story, a "trigger" film or filmstrip. Problems might reflect current social problems, a problem facing a person in a story or novel students are reading, a problem facing a scientist or mathematician. Whatever the problem, *it should be open-ended and real.*

2. Spend some time probing the problem - understanding its nature, clarifying its limits, gathering further information about it, and being sure that all in the group have a common understanding of the "facts" that are available.

3. Now, have them suggest various ways of dealing with or responding to the problem - possible "solutions." *BRAINSTORM - no suggestion should be disparaged, discarded, or even discussed at this point.* Without comment, write all of the suggestions in a series across the chalkboard. (Initially, it might be best to work with the entire group. As they gain skill in using the process, they can break into small groups to do this step. It is essential, though, to maintain the idea of *brainstorming - listing all possibilities without comment and judgment.* The sifting and judging comes later. Right now the stress is on the most creative thinking possible.)

4. Taking each of the alternative approaches in turn, ask group members to predict the consequences - predict what might happen if this approach was used. Write predictions underneath each of the approaches.

5. Now, ask each of them, individually, to write down what his personal decision would be - on the basis of the information he has and the thinking they have done together. How would he act, if faced with this problem?

NOTE: This need not, in fact should not, be a laborious, drawn-out exercise. Particularly at the beginning when you are really teaching a group a process this material should be paced smoothly and should involve a fascinating problem. After a group learns the process, they can set their own pace. But don't let them or you get bogged down in some phase of the activity.

6. *FURTHER PROBING AND VARIATIONS:*

Variation A: Ask students now to consider their individual decisions in light of the seven criteria elements of the valuing process. Ask each to number from 1 to 7 underneath the decision they have written down. Ask them to write down either "YES" or "NO" as you read the seven questions to them:

CHOOSING
1. Did you make this decision freely - without worrying about what others thought? (Write down YES or NO)
2. Did you consider alternatives - did you think about several ways of responding to the problem? (Write down YES or NO)
3. Did you consider consequences - what would happen - in relation to each of the alternatives? (YES or NO)

PRIZING
4. Are you happy with the choice? Do you prize it? (YES or NO)
5. Would you be willing to tell others about your decision? (YES or NO)

ACTING
6. Is this how you would really act? Would you really do this? (YES or NO)
7. Would this action be a pattern in your life? Would you act in a similar way repeatedly? (YES or NO)

If you can answer "YES" to six or more of these questions, your decision probably represents a value area in your life. If you can answer "YES" to fewer than 6 questions, you have an indication of your attitudes, interests, beliefs, and feelings, but your value commitments in these areas need further clarification.

Variation B: If students have had experience with "focusing", instead of the above process, you might want to ask them to move into FOCUS GROUPS of 3 to 4 people, and let a focus person in each group talk about the decision he made, what considerations were most important for him, and how he feels about his decision. (See GROUPING - FOCUS GROUPS)

ANOTHER APPROACH - FOLLOWING UP ON VALUES CONTINUUM

1. Pose a problem situation to a group. Have them list alternative responses on a VALUES CONTINUUM.

2. After a number of alternatives (at least 4 to 6 to move beyond EITHER-OR thinking) have been entered on the VALUES CONTINUUM (either at one time or perhaps over a few days so that students are challenged to think of new and appropriate responses), challenge them to turn their attention to consequences - to "what

might happen" if you chose and carried out each of these responses. (At least at first, it would probably be most useful to work with the total group, but as they get more skilled, small groups might be put together - each to work on identifying consequences of one alternative.)

3. After possible consequences of each alternative have been predicted, again ask each student to write down his decision - his action plan.

4. Students might probe their own thinking and feeling about decisions they have made in their VALUES JOURNALS.

EXAMPLES OF PROBLEM SITUATIONS

...You are a high school teacher. A student in your class tells you the names of four boys in the school who are using heroin. You don't know any of these boys well, but you are surprised that these particular boys are into heroin. As a teacher, what would you do?

...A fourteen-year old girl whom you don't know too well - usually you both just smile and say "hello" to each other - comes to you at school and says she has taken "acid" a couple of hours ago. She says she is feeling sick and she is frightened, though she looks pretty much like she normally does. She pleads with you not to tell anyone, she doesn't want to get "busted", but she needs your help. What would you do?

...A teacher has observed several students reacting and acting in a bizarre manner -- extreme hyperactivity, periods of withdrawal and depression, some surprisingly angry reactions considering the situations. Other students have reported to the teacher that these students are using drugs, but the students in question have not sought help from anybody. What should a concerned teacher do?

...Your parents have told you that you can have a party and invite about 20 friends, all under 18. Your parents have also indicated that they want no alcohol or drugs at the party, and you have agreed. The party is tomorrow night. Your father has an unexpected meeting and won't be home; your mother "trusts" you and your friends and will probably watch television most of the evening. Just today, one fellow you invited - a guy who is really popular and well-liked - told another fellow who is coming that he would bring the whiskey. What should you do?

WRITE YOUR OWN --

...

...

This material excerpted from Wayne County Intermediate School District "DARTE".

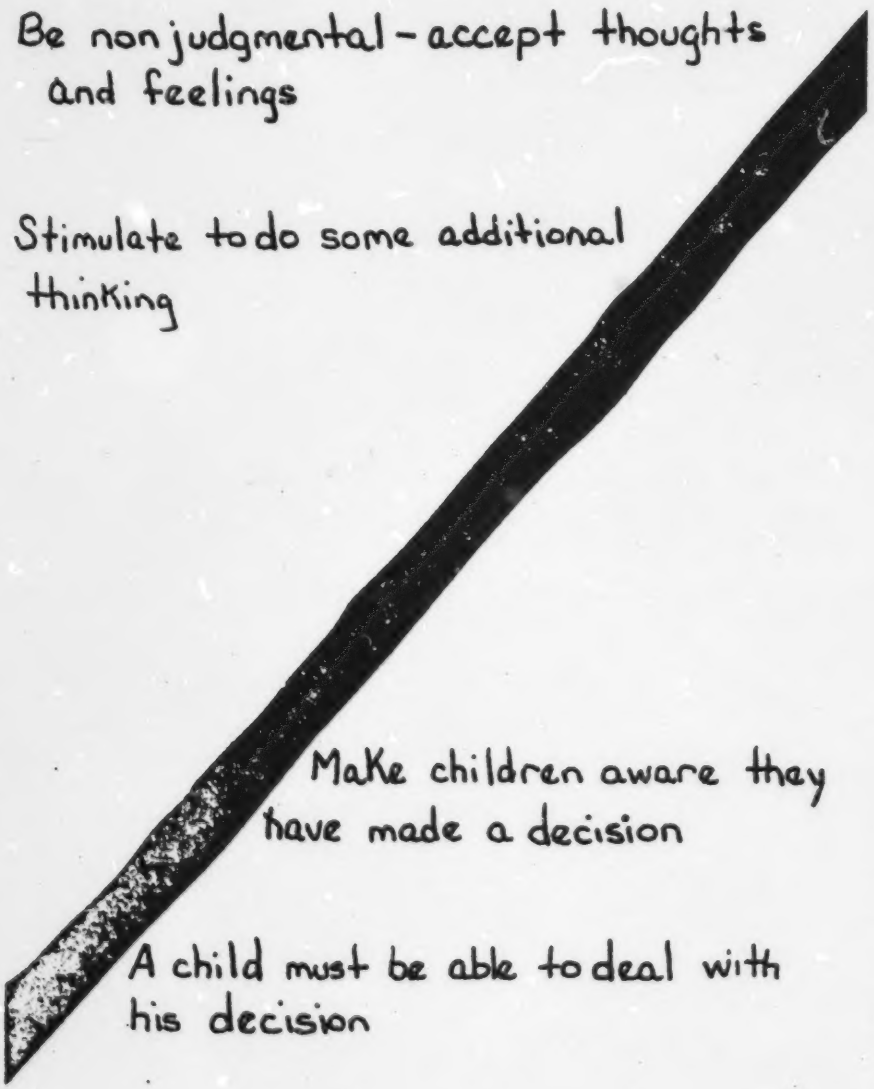
Inquiry is a necessary part of decision-making

Consider consequences

Decision making involves intellect as well as feelings

Be non judgmental - accept thoughts and feelings

Stimulate to do some additional thinking



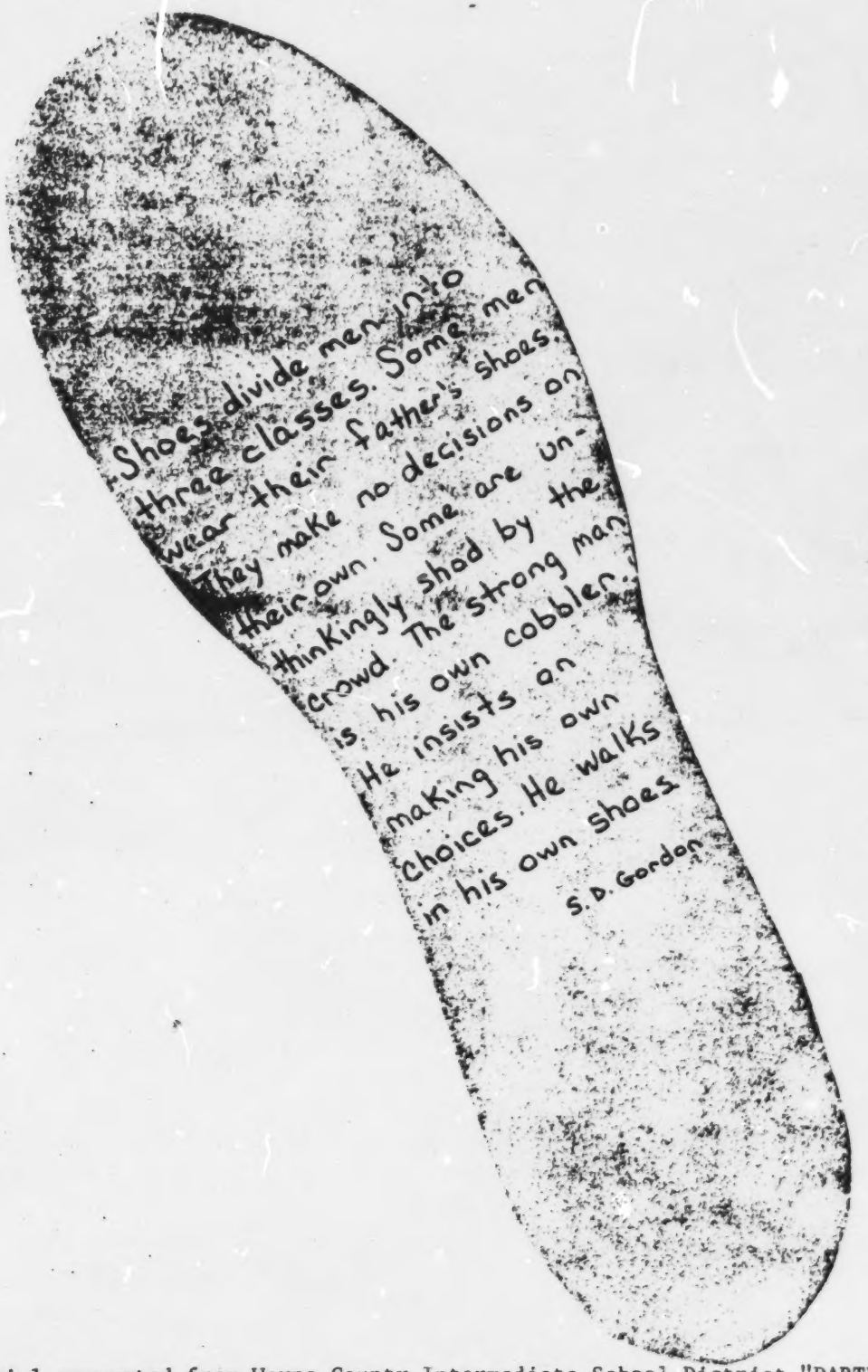
Make children aware they have made a decision

A child must be able to deal with his decision

DECISION MAKING PROCESS

This material excerpted from Wayne County Intermediate School District "DARTE".

APPENDIX #7



This material excerpted from Wayne County Intermediate School District "DARTE".

VALUE CLARIFICATION SKILLS

Inquiry into values is an important part of the classroom investigation of human interaction.

Exploring consequences, that is, finding out whether a preferred alternative at a behavioral point leads toward a desired value or toward a negatively valued consequence.

Stimulate the person to do some additional thinking.

A person cannot take part in the valuing process without developing some values.

Values are inner forces which motivate behavior.

Values play an important role in a person's ability to make thoughtful decisions.

It's all right to have our own feelings and thoughts.

Consider from a variety of points of views, some notions such as fairness, trustworthiness, or justice.

Keep an "open minded" atmosphere in the classroom.

This material excerpted from Wayne County Intermediate School District "DARTE".

APPENDIX #10

SENTENCE COMPLETIONS

1. Having to do things in school that don't seem interesting makes me _____ _____.
2. When the teacher critizes my work, I _____ _____.
3. When I speak in front of the group I _____ _____.
4. For me, learning to be good in sports is _____ _____.
5. Giving oral reports makes me _____.
6. Having to do what adults say all the times makes me _____ _____.
7. Learning to be good in a game that requires one to be alert and quick, rather than big and strong, is for me a _____ _____.
8. I always say things to girls that _____.
9. Talking to other boys makes me feel _____.
10. When I watch one of my best friends winning in track events I _____ _____.
11. In sports I _____.
12. I feel that working on things for which I will get no credit _____ _____.
13. The thing I like to do best in my spare time is _____.
14. When I work in groups I _____.
15. Having other people evaluate my work makes me feel _____ _____.
16. Noisy rooms make me feel _____.
17. I think that people who can't do very good school work _____ _____.
18. Most of the time my father _____.
19. I think that writing stories is a way to _____.
20. My mother usually _____.

21. Because I think I'm not as smart as some of the other children I _____
_____.

22. I think I can be better than others _____
_____.

23. I think taking part in extracurricular activities is _____.

24. I watch how well the other boys get along with one another and _____
_____.

25. When I read a good book I _____.

26. When I talk about other boys I _____.

27. The most exciting ideas to me are _____.

28. I think trying to keep my mind on school work is _____.

29. In relation to my class, I often think of myself as _____
_____.

30. The thing that most interests me is _____.

31. I think my parents _____.

32. Not having others notice me makes me feel _____
_____.

33. I think the best way to get along with the teacher is _____
_____.

34. Because I'm the smallest boy in the room I _____
_____.

35. I feel having a special job in the room would _____.

36. I have the feeling that I don't fit into the group because _____
_____.

37. When other people's ideas are different from mine, I _____
_____.

38. When the teacher disagrees with me, I _____
_____.

39. I feel the most important thing in getting along with adults is _____
_____.

40. The thing that would make me feel the most self-confident is _____
_____.

41. I have decided that the best way to get along with other children is ____
_____.

42. I want adults to understand that _____
_____.

43. If I only had a chance to say what I think I'd _____
_____.

44. I think working with others is _____.

45. I think doing what others expect is _____.

46. I think people of a different skin color _____.

47. Most of my attention in school is _____.

48. I get my greatest satisfaction in school from _____
_____.

49. When I finish my work I _____.

50. I think boys who are good in sports are _____.

APPENDIX #11

Directions: Find as many of the words listed below as you can.

P	O	I	S	O	N	T	C	L	O	U	D	H
E	K	O	M	S	T	R	O	U	B	L	E	I
M	G	R	A	S	S	R	C	B	S	A	K	G
S	E	D	C	V	S	E	K	E	M	T	C	H
A	T	E	I	V	I	L	T	E	O	S	O	E
T	N	E	D	I	C	C	A	R	C	A	B	M
M	Z	P	X	M	K	W	I	N	E	P	A	B
O	S	S	N	I	F	F	L	D	R	U	G	S

DRUGS

SICK

COCKTAIL

CUSTOM

BEER

WINE

HIGH

TROUBLE

I

SPEED

GRASS

ACID

POISON

ACCIDENT

SMOKE

SNIFF

ME

CLOUD

APPENDIX #11

1. _ _ _ _ _ A _
2. _ _ _ _ _ _ _ S
3. _ _ _ K _ _ _ _ _
4. W _ _ _
5. _ H _ _ _ _ _ _ _ _
6. _ _ Y _ _ _
7. _ _ D _ _ _ _ _
8. R _ _ _ _ _ _ _ _
9. _ _ _ _ U _ _ _ _
10. _ _ G _
11. _ S _ _ _ _

1. To be nice at coffee breaks and cocktail parties.
2. When people get together for cocktails or for birthdays.
3. Parties where drinks are served.
4. Served with food and is usually red.
5. served at weddings.
6. Used in Indian religious rites.
7. Champagne is served there.
8. What people believe in and worship.
9. Wine is served at this religious ceremony.
10. This means to feel dizzy, giddy.
11. What some people do when they cannot handle a problem.

Words:

WEDDINGS
CHAMPAGNE
HIGH
SOCIAL
ESCAPE
RELIGION
WINE
PEYOTE
COMMUNION
COCKTAIL
PARTIES

APPENDIX #11

Directions: Put an S on the line, if item is a stimulant.
Put a D on the line, if item is a depressant.
Put an M on the line, if item is marijuana.
Put an H on the line, if item is a hallucinogen.

____ 1. LSD

____ 2. Pot

____ 3. Weed

____ 4. Speed

____ 5. Goof Balls

____ 6. Glue

____ 7. Coke

____ 8. Acid

____ 9. Uppers

____ 10. Downers

Name five things to do to have fun other than drugs.

1. _____

2. _____

3. _____

4. _____

5. _____

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   f. Marijuana--4D-LP-25

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   h. L.S.D.--4D-LP-45

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   j. Barbiturates and Tranquilizers--4D-LP-65

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